DOCUMENT RESUME

ED 313 875 EC 221 745

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TITLE Assessment of Job Application and Employment Interview Skills for Job Seekers with Disabilities: Assessor's Manual.
INSTITUTION Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS AGENCY National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE Feb 88
GRANT G0083C0010/05
NOTE 92p.; Employment Interview Performance Assessment scoring sheets (appended) will not reproduce adequately in paper copy.
AVAILABLE FROM Arkansas Research and Training Center in Vocational Rehabilitation Publications Department, P.O. Box 1358, Hot Springs, AR 71902 ($6.00).
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adults; *Disabilities; *Employment Interviews; Employment Qualifications; *Evaluation Methods; *Job Application; Job Search Methods; Videotape Recordings; *Vocational Rehabilitation

ABSTRACT

The job application form and interview skills assessment procedures presented in this manual were developed to serve as one component of the Diagnostic Employability Profile, designed to serve disabled clients of vocational rehabilitation services. Since the overall objective of the job application is to secure a job interview, assessment emphasizes such skills as spelling, following directions/accuracy, neatness/legibility, completeness, and speed. Interviewing skills assessed are grouped into the following categories: appearance and overall quality; ability to convey interest, respect, and self-confidence; describing one's skills related to the position; describing the nature of the disability; describing one's job-relevant attributes realistically; and being able to give a brief biographical sketch. The assessment process involves a simulated job interview, preferably videotaped for later debriefing. The seven sections of the manual cover the following areas: (1) introduction, (2) job seeking skills assessment procedures, (3) use of assessment results, (4) debriefer instructions, (5) camera operator instructions, (6) background information, and (7) preparing for the assessment. Appendixes provide example forms and blank forms. 26 references. (DB)

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Manual for the Job Seeking Skills ASSESSMENT

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EC 221745

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Published By

Arkansas Research & Training Center
in Vocational Rehabilitation

Design & Production

Media Materials Development & Dissemination Unit

The contents of this publication were developed under a research and training center grant (G0083C0010/05) from the National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, Department of Education, Washington, D.C. 20202. However, these contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

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February, 1988

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Foreword

The job application form and interview skills assessment procedures presented in this manual were developed to serve as one component of the Diagnostic Employability Profile (DEP) developed by Brian Bolton, Richard Roessler and Suki Hinman. The authors hope that it will be used in conjunction with the other components of that comprehensive assessment system. However, the procedures presented in this manual can be used independently of the DEP, either in concert with another system or, if the user's evaluation questions focus on job seeking skills exclusively, as a free-standing assessment. Similarly, although it is anticipated that the user will typically employ both procedures presented in this manual, either procedure may be administered independently as appropriate to special needs.

Of the many persons contributing to the development of the procedures presented in this manual, the authors particularly wish to acknowledge Richard Roessler, Vaughn Kesterson, Jack Marr, Mike Leland and Frank Lewis. Janie Marks, Lyn Bradwell, Dawn Kellerby, and the students at the Hot Springs Rehabilitation Center were essential to the data collection effort needed to test the procedures. Joe Chunn, Omagene Farley and Joyce Vaughn provided us valuable feedback from a practitioner's viewpoint as to the practical utility of the procedures. Lou Tabor, Janice Davis and Dawn Kellerby lent their substantial talents to the physical production of the manual.

Suki Hinman
Bob Means
Sandra Parkerson
Betty Odendahl

PART ONE

Introduction

Rationale
Targeted Skills

RATIONALE

The ultimate goal of vocational rehabilitation (VR) programming is satisfying careers for rehabilitants in the competitive labor market. To this end, public and private VR agencies provide both vocational and employability skills training services to their clients. However, becoming technically competent to perform a particular job or jobs and skilled in those personal and interpersonal domains required to maintain employment is only part of the picture. People seeking employment need the skills to obtain the job in the first place. The abundance of how-to-do-it paperbacks on the market may imply that inadequate job-finding skills may be fairly common in the general population. These deficits are more pervasive among the unemployed and underemployed (Roessler, Hinman, & Lewis, 1987).

In the case of rehabilitation clients, who often have to contend with handicaps such as limited education and work experience in addition to their diagnosed disabilities, the evidence indicates that lack of "job seeking" skills is indeed prevalent. For instance, Wright (1980) described the job seeking skills problems found in a study of Minneapolis Rehabilitation Center clients: "...80 percent of the clients did not look for work frequently enough, 85 percent could not explain their skills to employers, 40 percent had poor personal appearance or inappropriate mannerisms, and 90 percent could not explain their handicapping problems" (p. 646).

Findings from our research with Arkansas clients are consistent with these findings, as is perhaps your own experience with those you serve. In short, no comprehensive assessment of client employability skills is complete without an evaluation of job seeking skills.

Any individual client may not need to master all job seeking skills. However, virtually all clients seeking jobs must contend with completing an employment application form and with presenting themselves for a job interview (Greenwood & Johnson, 1985). Employers stress the value they place on independent completion of the job application process (Olshansky, Grob, & Malamun, 1958; Smith, 1981; Wacker, 1976). These two tasks are critical, and often the most problematic, for job seekers with disabilities. Therefore, this manual focuses on the job application and the employment interview.

Assessment of client job seeking skills has typically received little systematic attention during the evaluation process (e.g., Wright, 1980) even though training in this area is recognized as an important vocational rehabilitation service (e.g., Clark, 1981). Too often even an informal assessment of job seeking competence is deferred until "late in the day" relative to the client's overall rehabilitation program. This manual was written in order to provide rehabilitation practitioners a user-oriented guide with standard procedures for assessing clients' ability to complete a job application form and participate in the employment interview, and to serve as a guide for integrating the results into program planning.

TARGETED SKILLS

The term job seeking skills has been used to refer to a wide range of activities, which generally fall into these broad classes of skills:

- Finding and evaluating job leads
- Preparing a resume and personal employment folder
- Contacting potential employers about position openings and/or to schedule an interview
- Completing a job application form
- Performing in the job interview
- Contacting potential employers to follow up on job application and/or job interview
- Completing the employment seeking process (e.g., completing the W-4, initiating the initial assignment)
- Evaluating career advancement options
- Marketing oneself for promotion

This assessment manual focuses on the skills of 1) completing the job application form, and 2) performing in the job interview. Overviews of the skills assessed are presented below.

Job Application

The overall objective of skillful performance on the job application form is to secure a job interview. Another way to view the job application form is as an opportunity not to be rejected for the job interview.

Although the completion of a job application form may be considered an easy task for those with good literacy skills, it can be very difficult for those with impaired reading and writing and/or related skills. Some of the major skills involved in the successful completion of the job application form are:

- Spelling
- Following directions/accuracy
- Neatness/legibility
- Completeness
- Speed

Consequently, these are the primary skills addressed in the job application assessment procedure.

Employment Interview

Skills are needed to successfully participate in the employment interview regardless of the field of work, level of job, or client circumstances. Interview skills needed by the job seeker may be grouped into five categories:

1. Appearance and overall quality components

Clean, neat physical appearance--clothing appropriate to setting, hats and sunglasses put away, no appendages such as gum or cigarettes.

Interest, respect, and self-confidence conveyed through

... eye contact, handshake (if offered), facial expressions, posture and body position, volume and tone of voice, forthright but polite manner, relaxed but alert demeanor--no interruptions, inappropriate mannerisms, or other indications of anxiety; and through

... introducing self, providing pertinent answers to interviewer's (ER) questions, volunteering information relevant to qualifications, maintaining balance between too much and too little detail, asking appropriate questions about position or company when given opportunity, and thanking ER for the interview.

2. Describe one's skills related to position

Describe work experience related to position in question. If previous experience is in another field, relate any transferable skills; if no previous work experience, make positive statements about quality of training, similarities of activities during training to actual work situation, desire to further upgrade skills, etc.

Describe training for position. Pertinent information would include location and duration of training program(s), skills learned (type of equipment used, if applicable), and level of mastery.

3. Describe nature of disability

Describe any limitations it imposes, and current status in concise terms but sufficient detail to provide ER with a functional understanding of the disability and communicate assurance that the disability would not hinder the applicant's job performance.

Focusing on residual abilities, turning the problem into an asset, and providing evidence that the problem no longer exists or is under control are common ways of dealing with the disability issue. In many cases, a functional description of the disability (e.g., "I am a slow learner, so I have to learn new tasks step by step.") may be preferable to the diagnostic classification.

4. **Describe one's job-relevant attributes realistically**

Preferably include not only characteristics valuable to any employer (e.g., punctuality, dependability, getting along with co-workers) but also any assets which are pertinent to the particular type of work (e.g., being good at detail work). If not presently employed, briefly explain reason for leaving last job; if related to problems with supervisor or performance, indicate why the problem would not recur.

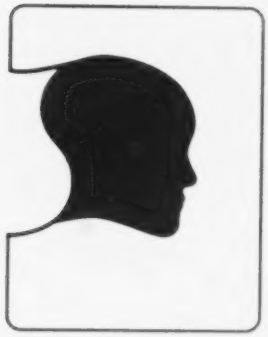
5. **If requested, be able to give a brief biographical sketch**

This might simply include information like age, education, hometown, current residence, marital status, perhaps a work-related hobby interest, and desire to pursue a career as a _____--but could also incorporate information relevant to experience, training, skills, disability, and worker characteristics.

The available data indicate that, when managers are interviewing applicants for entry-level jobs, they typically make their decisions based on the first 2-5 minutes of the interview (Greenwood & Johnson, 1985). Thus, these five categories of basic skills should be demonstrated within the first few minutes of an interview.

In addition to these basic skills which are related to success in virtually all interviewing situations, the person with a disability often needs special competencies to successfully participate in the job interview. The applicant who is disabled may be required to deal with questions concerning accommodation requirements, orthotic devices and/or physical functioning, gaps in employment history, hospitalizations and other variations. These potential areas of concern for the employer provide interview topics which require skill in introducing and responding if a positive impression is to be left with the ER.

These specific skills are attended to in the job interview assessment. The more generic skills are assessed more specifically, since the need for them is common across job seekers. The assessment of skill in reporting disability related information is more outcome-oriented and individualized in order to allow for individual variations and circumstances.



PART TWO

Job Seeking Skills Assessment Procedures

Materials Needed

General Administration Guidelines

Introducing Clients to Job Seeking Skills Assessment

Job Application Skill Assessment Procedures
Notes to Assessor
Administration Instructions
Scoring Instructions

Employment Interview Performance Assessment Procedures
Notes to Assessor
Administration Instructions
Scoring Instructions

MATERIALS NEEDED

Introduction and Administration of the Job Application Blank

- JSS Assessment Checklist (one per client)
- Script for introduction (see page 13)
- Job application blank (one per client)
- Supply of pencils with erasers (unless clients supply their own)
- Continuous access (during testing period) to clock or watch on which you can reliably and accurately read minutes
- Paper on which to record start and finish times for completion of applications
- Administration script (see page 13)

Introduction and Administration of the Employment Interview

Interviewer (ER)

- One interview script sheet per interviewee (EE)
- Pen or pencil
- Reference sheet listing content of the one occupation-specific question (sixth question on script) to be asked in the interview

  INTERVIEW IN PROGRESS--DO NOT DISTURB sign, to be posted on outside of office door
- Job Interview Rating Form (one per EE)
- JSS Assessment Checklist (brought to you by EEs)
- Preparation and administration instructions

Camera Operator

- Camera, tripod, monitor, VCR
- Videotape
- Stopwatch (if taping to be stopped at 5 minutes)
- Pen and paper
- Preparation and administration instructions

Debriefer

- One release form per EE
- Debriefing script
- Pen
- Clipboard (optional, but helpful)
- Preparation and administration instructions

GENERAL ADMINISTRATION GUIDELINES

There are variations in the manner in which different people carry out any task, even the administration of assessment instruments. This is to be expected and as long as your procedures do not vary significantly, and your approach is standardized, you will likely produce valuable and useful information. But, certain conditions in the administration of any instrument must be met. Some of the necessary conditions related to this assessment package are:

- All evaluees will be informed ahead of time that they will be participating in assessments of job application form and employment interview skills. Since you want to get an accurate evaluation of typical performance, you will avoid unnecessarily penalizing those clients who do not know to prepare themselves (e.g., reviewing previous employment information) by giving all evaluees advance warning.

- The job interview should be conducted in a private, office setting. The office should not be one in which the evaluees have previously had interactions.

- For the purposes of the job application assessment, high-level quadriplegics and others who have great difficulty writing for physical reasons should be assisted by someone who will record their responses in the same way as would be done for other tests (i.e., no prompting, etc.). This occurrence should be noted on the application. Should the assistant not print the evaluee's responses or make other noncontent type errors such as spelling, the evaluee's score should not be penalized. The evaluee who does not physically complete his or her own application form can nonetheless be assessed on content of responses.

Other procedures recommended by this manual do have options. Some of these preferred approaches and their alternatives are:

USE	ALTERNATE PROCEDURE
Use of videocamera (and operator) to record the individual job interviews. This option permits the incorporation of self-viewing, (a valuable training tool) into any intervention program. It also allows the assessor the option of scoring from videotape rather than scoring *in vivo* (though the latter is a time-saver).	Simply disregard those sections directed to Camera Operator in the Administration Instructions. Note that the assessor must then score evaluees' performance *in vivo*/immediately post-interview, as directed in the scoring instructions. If the video is not used, the Debriefer will not need to have consent forms signed.
* * * *	* * * *
Have a different staff member conduct individual debriefing sessions as evaluees complete their interview.	Conduct a group debriefing session, using those sections directed to Debriefer as a guide. This group session might easily be expanded to include some of the rationale and guidelines for effective self-presentation in employment interviews, should the schedule permit. The ER/assessor may conduct the group session her/himself.
* * * *	* * * *
Use both the job application and job interview procedures (in that order), since most job applicants will need to engage in both activities.	As noted earlier, either procedure can be used independently as needed. However, we recommend that evaluees always be forewarned a few days ahead (see earlier note), and that the administration procedures be followed (omitting the procedure not being used) even when only one assessment is to be conducted.

Conduct group administrations, at least in the case of job applications. In facilities and other programs where groups of clients are admitted regularly, this would appear to be most efficient. Field offices might also find it convenient to schedule a time once a week or month at which time all recently eligible clients would participate in job seeking skills assessment.	No modifications should be necessary in order to administer the procedures to individual evaluees.
* * * *	* * * *
Administer the job seeking skills procedures as part of the orientation/evaluation phase of clients' programs. Some clients may not require other services from the evaluating agency--for instance, they may receive vocational training elsewhere, or be referred directly for placement services. Secondly, the results of such an assessment are needed for comprehensive rehabilitation planning. Not only may the person be in need of a job seeking skills intervention in the future, but the person may also need other, complementary interventions, such as adult education to improve spelling or penmanship, in the meantime.	These assessment procedures may be administered at whatever point in a client's program that the assessor deems it to be beneficial.
* * * *	* * * *
Use the job application form which is contained in the Appendix. The form is representative of forms used by employers in HEW Region VI. A similar form is, in fact, used by a national company.	Select a job application form which is more representative of your region and/or clientele. The numbering system provided in the scoring section could easily be adapted to a different form.

INTRODUCING CLIENTS TO JOB SEEKING SKILLS ASSESSMENT

Introduce yourself and the procedures:

"Hello, I am (your name). I will be coordinating your Job Seeking Skills Assessment activities. Earlier you were told that we would be asking you to do various activities which will help us find out if there is any way that, when you are ready for job placement, you can improve your chances of obtaining employment. We've found that oftentimes there are several simple things people can do when they apply for a job that can really improve their chances of actually getting a job."

Depending on which procedure(s) you are administering, continue reading Part A, Part, B, or Part C.

PART A - IF BOTH APPLICATION AND INTERVIEW TO BE ADMINISTERED

"The application blank you'll be filling out is a standard form used by a large national corporation. The interview will be conducted by _____. She/he is on our staff here and has conducted many job interviews. In the 5-minute interview he/she will be asking you some of the questions employers typically ask in job interviews for actual jobs."

Administer the JSS Assessment Checklist:

"You won't be applying for an actual job opening by completing the application blank, nor will you be interviewing for a real job, but we'd like you to treat it just as if it were. To make it seem more like 'the real thing' we'd like to have you apply for a specific kind of work. Now we know that most, if not all, of you are still in the process of deciding what kind of job you might be most interested in, but just for the purpose of this exercise, we'd like you to pick some type of job you would feel comfortable interviewing for." (Hand out the JSS Assessment Checklist.)

"At the top of this sheet is a line for your name. Please write your name on that line." (Pause) "Now remember that the particular kind of job you decide to apply for will have no influence on the rest of your evaluation or the type of vocational training for which you may be eligible. It doesn't matter which job you select, but it would probably be better if you chose one you know a little something about. For instance, if you've applied for a job or done a particular kind of work before, you might choose to apply for that kind of job. You must be able to physically perform the duties of the job now, though, so don't select a job that you can no longer do. On this sheet are listed the job openings at the Smith Corporation, a large but imaginary company. I'll read the list of kinds of jobs, and you should pick out the one that, for this exercise, you'll be applying for."

(Read, at a fairly brisk pace, the list.) "Any questions?"

Example Questions and Answers

Q: Is a custodial worker like a housekeeper?
A: Yes, they're the same thing.

Q: What's a technical writer do?
A: I'm not exactly sure myself, but I'd say that, if you do not know, you'd be wiser to select something else that you do know something about.

"Now put a check beside the one you want to apply for--just one!" (Pause) "Has everyone done that?" (Quickly check that each client has checked one, and only one, type of work.)

PART B - IF ADMINISTERING ONLY THE APPLICATION

"The application blank you'll be filling out is a standard form used by a large national corporation."

Administer the JSS Assessment Checklist:

"You will not be applying for an actual job opening by completing the application blank, but we would like you to pretend as though you were. To make it seem more like 'the real thing' we'd like to have you apply for a specific kind of work. Now we know that most, if not all, of you are still in the process of deciding what kind of job you might be most interested in, but just for the purpose of this exercise, we'd like you to select the kind of job you'll be applying for." (Hand out the JSS Assessment Checklist.)

"At the top of this sheet is a line for your name. Please write your name on that line." (Pause) "Now remember that the particular kind of job you decide to 'apply' for will have no influence on the rest of your evaluation or the type of vocational training for which you may be eligible. It does not matter which job you select, but it would probably be better if you chose one you know a little something about. For instance, if you've applied for a job or done a particular kind of work before, you might want to choose that kind of job to apply for. You must be able to physically perform the duties of the job now, though, so don't select a job that you can no longer do. On this sheet are listed the job openings at the Smith Corporation, a large but imaginary company. I'll read the list of kinds of jobs, and you should pick out the one that, for this exercise, you'll be applying for."

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A: Yes, they're the same thing.

Q: What's a technical writer do?
A: I'm not exactly sure myself, but I'd say that, if you do not know, you'd be wiser to select something else that you do know something about.

"Now put a check beside the one you want to apply for--just one!" (Pause) "Has everyone done that?" (Quickly check that each client has checked one, and only one, type of work.)

PART C - IF ADMINISTERING ONLY THE INTERVIEW

"The interview will be conducted by _____. She/he is on our staff here but has conducted many job interviews, and in the 5-minute interview will be asking you some of the questions employers typically ask in job interviews for actual jobs."

Administer the JSS Assessment Checklist:

"You won't be interviewing for an actual job opening, but we'd like you to treat it just as if it were. To make it seem more like 'the real thing' we'd like to have you apply for a specific kind of work. Now we know that most, if not all, of you are still in the process of deciding what occupation you might be most interested in, but just for the purpose of this exercise, we'd like you to select the kind of job you'll be applying for." (Hand out the JSS Assessment Checklist.)

"At the top of this sheet is a line for your name. Please write your name on that line." (Pause) "Now remember that the particular kind of job you decide to apply for will have no influence on the rest of your evaluation or the type of vocational training for which you may be eligible. It does not matter which job you select, but it would probably be better if you chose one you know a little something about. For instance, if you've applied for a job or done a particular kind of work before, you might want to choose that kind of job to apply for. You must be able to physically perform the duties of the job now, though, so don't select a job that you can no longer do. On this sheet are listed the job openings at the Smith Corporation, a large but imaginary company. I'll read the list of kinds of jobs, and you should pick out the one that, for this exercise, you'll be applying for."

(Read, at a fairly brisk pace, the list.) "Any questions?"

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A: Yes, they're the same thing.

Q: What's a technical writer do?
A: I'm not exactly sure myself, but I'd say that, if you do not know, you'd be wiser to select something else that you do know something about.

"Now put a check beside the one you want to apply for--just one!" (Pause) "Has everyone done that?" (Quickly check that each client has checked one, and only one, type of work.)

JOB APPLICATION SKILL ASSESSMENT PROCEDURES

Notes to the Assessor

Timing

Time to completion should be calculated to the closest minute for each client.

Timing should be done unobtrusively. If you elect to use a stopwatch rather than a wallclock (or minute-marked wristwatch), cup it in your hand or otherwise keep it out of sight.

If dealing with more than a few clients, it may be easiest to either (1) use a list of individual names to record start and stop times for each, then later calculate time to completion and record it on the application blank, or (2) use a stopwatch and record time to completion directly onto the blanks at the time they are turned in.

Special Cases

The rationale for not "helping" clients by answering content questions is that bona fide job seekers would not (or should not) expect to receive such assistance from a receptionist or secretary in a personnel office.

However, in special cases non-content assistance is permissible, just the way it would be in other testing situations. One example is taping the application blank down to the table for a stroke client who is capable of writing with one hand but not capable of holding the paper still with the other hand. Similarly, it is quite acceptable for the assessor to record answers for a high-level quadriplegic, provided that no content assistance is given and that it is noted who recorded the answers (so that scoring procedures are appropriately adjusted to cover content only).

Answering Common Questions

If a client asks what a word printed on the application is, you may tell him or her.

If a client asks questions such as, "What am I supposed to put here," "I don't remember X date," or "How should I fill this section in?" you are not to help. Instead, your stock answer should be, "Do the best you can," "Use your best judgement," "Do what you think is best," etc.

If clients ask, "How long do we have to do this?" your answer should be, "You may have as long as you need, but you should try to work as quickly as you can while still being neat and accurate."

Do not give credit on the time elapsed for question-asking--only note sanctioned times for stopping and starting again if client has to leave the room or if you stop them for some reason.

If a client asks for another application blank, simply tell the client that only one form can be given out and that he/she should complete the form he or she was orginally given as best they can.

Administration Instructions

Administer the Job Application blank:

"Here I have some standard job application forms (hold up form), which each of you is to fill out. Do notice that it is printed on both sides, so don't forget to do the back as well as the front. You should treat it as if it were an application for an actual job. That is, fill it out as quickly, but as completely, accurately, and neatly as you can. If you made yourself notes about the dates or previous employment or your references, it's fine to use your notes. In short, do the best job you can with it, and bring it to me just as soon as you're finished."

"Wait to begin until I tell you to start." (Hand out application blanks.)

When all clients have an application blank and writing utensil....

"You may begin." **Start stopwatch, or record start time on paper.**

Thank each client as she/he turns in the completed application, quickly record the time, and record total time to completion (to closest minute) in upper right front corner of the application blank.

When all clients have completed their application forms, dismiss the group or announce that it is time for their job interviews. If job interview assessment is to take place immediately, remind them to treat the job interview as an actual job interview and give them directions to the place the interviews will be conducted. (To avoid their entering the interview room while an interview is in progress, it may also be helpful to tell them to have a seat until the ER calls their name). Also remind them to take their JSS Assessment Checklists with them. Clients may be sent for their interviews two at a time (otherwise ER will have a needless wait in between interviews), while the others engage in some other activity. Or, if the schedule permits and there is sufficient waiting room area available adjacent to the interview office, the entire group may be sent at once.

Job Application

Scoring Instructions

Call it a cheat-sheet, a memory aid, whatever...

Scoring at a Glance

1. For each item on the application blank, place either

   - a check on the application blank for a correct response, or
   - a hash mark(s) on the scoring sheet (Appendix A) to indicate the type(s) of error(s) made—and total, by type of error.

2. Check the areas in need of improvement.

3. Determine the number of items to be completed.

4. Count the number of items completed correctly.

5. Calculate the percent correct.

6. Record the time to completion—check if in excess of 15 minutes.

7. Make comments if you wish.

8. Specify your recommendations.

Scoring Criteria

These criteria are to be applied to each item on the job application form.

- **NEATNESS/LEGIBILITY**

  ...The response must be neat (i.e., no cross-outs, significant smudges, or damage to paper from erasure) and appear within the space provided.

  ...The response must be legible (i.e., you should be able to decipher what individual letters or words are).

- **SPELLING**

  ...The response must be correctly spelled.

- **COMPLETENESS**

  ...There must be a response, even if it is **N/A**, ----, or **none**.

  ...The response must appear complete (e.g., town and state for former employers, unit of time for salary listing, year as well as month and day for application and signature dates).

- **PRINTED**

  ...The response must be printed (or typed).

- **FOLLOWING DIRECTIONS**

  ...The response must be accurate (i.e., correct date, correct social security number, not out-of-town address for present address--though other items are not checked for accuracy) and logical (i.e., if not currently employed, giving permission to contact present employer does not make sense).

  ...The response must indicate that applicant followed directions otherwise as well (e.g., **Item 66** activities listed are not religious, former employers are listed according to recency).

Acceptable Responses to Job Application Items

When scoring the job application blanks, the rater may have questions regarding the adequacy of certain responses. To address this concern, a partial list of acceptable responses organized by section of the application blank is provided below:

- **PERSONAL INFORMATION (Items 1-30)**

  ...PRESENT ADDRESS (Items 11, 12, 13): If yours is a residential facility, an address other than that of the facility is not acceptable (i.e., not accurate) unless the client lives off-campus. However, credit should be given for correct STATE (Item 13), even if STREET and CITY have been completed incorrectly.

  ...PERMANENT ADDRESS (Items 14, 15, 16): If the information given under PRESENT ADDRESS met all the criteria including accuracy, then the use of ditto marks for permanent STREET, CITY, and STATE or the words **Same as above** are acceptable for Items 14, 15, 16.

- **EMPLOYMENT DESIRED (Items 31-38)**

  ...DATE YOU CAN START (Item 32): Accept any reasonable answer such as **anytime, now, immediately, in 2 weeks**, as long as it meets the other criteria of neatness, spelling, and so on.

  ...SALARY DESIRED (Item 33): Similarly, give credit for responses such as **?, do not know, ----**, or **Negotiable.**

- **EDUCATION (Items 39-66)**

  ...LOCATION OF SCHOOL (Items 40, 45, 50, 55): City and state must be present to receive credit.

  ...YEARS ATTENDED (Items 41, 46, 51, 56): It is acceptable to have either the number of years attended (e.g., HIGH SCHOOL: **4 years**), or dates attended (e.g., HIGH SCHOOL: **1956-60**).

  ...GRADUATED (Items 42, 47, 52, 57): Day and month are optional, but the year must be given.

  ...SUBJECT STUDIED (Items 43, 48, 53, 58): Give credit for any response indicating a general course of study or an emphasis in high school and beyond.

• **FORMER EMPLOYERS (Items 90-117)**

...This information is to be listed starting with most recent job first. If this process is reversed (i.e., earliest job first, more recent last), then

- do <u>not</u> give credit for the DATEs (Month & year, Items 90, 91, 97, 98, 104, 105, 111, 112), but

- if appropriately filled out in other respects, <u>do</u> give credit for

NAME AND ADDRESS OF EMPLOYER (Items 92, 93, 99, 100, 106, 107, 113, 114),
SALARY (Items 94, 101, 108, 115),
POSITION (Items 95, 102, 109, 116) and
REASON FOR LEAVING (Items 96, 103, 110, 117).

...ADDRESS OF EMPLOYER (Items 93, 100, 107, 114): Town and state are sufficient--and necessary--for credit on these items.

• **REFERENCES (Items 67-78)**

...ADDRESS (Items 68, 72, 76): Street address, city, and state must be present to receive credit.

• **PHYSICAL RECORD (Items 79-84)**

...PHYSICAL DEFECTS (Item 79), DEFECTS IN HEARING (Item 82), VISION (Item 83), and SPEECH (Item 84: If none is present, responses such as **no**, ----, or **none** are acceptable. (Though the term "defect" may be derogatory, if one is present, it should be listed.)

• **SIGNATURE BLOCK (Items 85-89)**

...EMERGENCY ADDRESS (Item 86): Street address, city, and state must be present to receive credit.

...EMERGENCY PHONE NO. (Item 87): If previous information includes an out-of-state/out-of area-code address, then area code must be present for credit.

...No written response should be given credit except SIGNATURE (Item 89), which must be written in cursive.

Directions for Scoring and Reporting Job Application Performance

NOTE: The calculations in this section are based on the example completed job application form contained in the Appendix.

Step 1: DETERMINE ERRORS CONTRIBUTING TO POINT LOSS

- If the application blank is completed in pencil (or typed), place a check mark in the upper left hand corner of the application blank.
- For each remaining item on the application blank, place either

  a check mark near each response which meets the listed criteria, OR

  a hash mark(s) on the scoring sheet to indicate the type(s) of error made, if the response does not meet the critieria.

Table 1

Errors Contributing to Point Loss

Type of Error	Tally	Total
Neatness/Legibility	𝍸	5
Spelling	𝍸 I	6
Completeness	𝍸 𝍸 𝍸	15
Printed (or typed)	I	1
Following Directions/Accuracy	𝍸	5

NOTE: When recording the types of errors on the scoring sheet, keep in mind that it is possible for the applicant to have more than one type of error on any one item (i.e., a messy erasure over which is written a misspelled word). If this occurs, simply place a hash mark beside each type of error made. (Do not be concerned if the total number of ERRORS CONTRIBUTING TO POINT LOSS is greater than the number obtained by subtracting the NUMBER OF ITEMS COMPLETED CORRECTLY. The NUMBER OF ITEMS COMPLETED CORRECTLY will be used in determining the applicant's score).

Count the number of hash marks (recorded earlier on the scoring sheet) for each type of error and place the totals in the spaces provided.

Step 2: SUMMARIZE THE APPLICANT'S PERFORMANCE FOR EACH OF THE SEVEN MAJOR CONTENT AREAS OF THE APPLICATION BLANK BY CHECKING THE AREAS IN NEED OF IMPROVEMENT ON THE JOB APPLICATION ASSESSMENT FORM.

- Examine each of the seven major content areas of the application blank.
- If there are two or more errors in any one of the seven content areas, check the appropriate space on the assessment form.

Table 2

Areas of Need of Improvement	
Personal Information	✓
Employment Desired	✓
Education/Military	✓
Employment History	✓
References	
Physical Record	✓
Signature Block	

Step 3: DETERMINE THE TOTAL NUMBER OF ITEMS TO BE COMPLETED BY THE INDIVIDUAL APPLICANT.

- The application blank includes a total of 118 (i.e., 117 response items plus 1 point awarded if completed in pencil or typed). The circled numbers on the sample application blank in Appendix A show the location of the items. However, the total number of items to be completed by any particular individual depends on the number of jobs previously held by the applicant.
- All applicants should complete items 1-89, plus items

  90 (N/A or none or --) if no work experience*
  90-96 if only one job
  90-103 if only two jobs
  90-110 if only three jobs
  90-117 if four or more previous jobs

  *It is acceptable if the **N/A** or **none** or -- response appears in the space numbered 92 instead of 90.

- Therefore, the total numbers possible for no work experience, and one, two, three or four or more jobs is reported below. These totals include the one point for completion in pencil or typed.

91 for applicants having no previous jobs
97 for applicants having one previous job
104 for applicants having two previous jobs
111 for applicants having three previous jobs
118 for applicants having four or more previous jobs

NOTE: Person scoring the application determines the total number of items to be completed based on the applicant's responses in the Employment Record section. It is simply assumed that if one job is listed the person has had only one job, and so on. This means that, if the applicant fails to list previous jobs, the TOTAL TO BE COMPLETED may be low (since the scorer will not check other sources to determine accuracy of work history information), and hence the PERCENT CORRECT score calculated in Step 5 may actually be higher than the person should earn. Fortunately, since most people who omit work history information also tend to make other kinds of errors, it is highly unlikely that your overall recommendations will be influenced.

Calculate the total number of items to be completed for applicant, and enter it on the Job Application Scoring Sheet in the designated space.

3. Number of items to be completed [104]

Step 4: **CALCULATE THE NUMBER OF ITEMS COMPLETED CORRECTLY BY COUNTING THE NUMBER OF CHECK MARKS. ENTER THE TOTAL IN THE DESIGNATED SPACE ON THE JOB APPLICATION SCORING SHEET.**

4. Number of items completed correctly [73]

Step 5: **CALCULATE THE PERCENT OF ITEMS CORRECT BY DIVIDING THE NUMBER OF ITEMS COMPLETED CORRECTLY BY THE NUMBER OF ITEMS TO BE COMPLETED. ENTER THE SCORE IN THE DESIGNATED SPACE ON THE JOB APPLICATION SCORING SHEET.**

5. Percent of items correct [70%]

Step 6: **RECORD TIME TO COMPLETION IN MINUTES IN THE APPROPRIATE SPACE ON THE JOB APPLICATION SCORING SHEET. (This information should appear in the upper right hand corner of the application blank). CHECK IN DESIGNATED SPACE IF COMPLETION TIME EXCEEDED 15 MINUTES.**

6. Time to completion Total minutes [18]

More than 15? [✓]

Step 7: RECORD ANY COMMENTS PERTINENT TO APPLICANT'S PERFORMANCE.

7. Additional comments:

...For example, if applicant apparently is old enough to have worked but shows no jobs, you might note that observation in the COMMENTS section. Applicant should be prepared to deal with that discrepancy in a real-life interview.

...Another example would be the case in which the applicant's printing is so faint as to be of borderline legibility--although you have given the person credit for many responses, you judge that more legible printing would be a distinct improvement. Because the rationale for the RECOMMENDATION you make in the next section will not be obvious from what you have recorded in the ERRORS CONTRIBUTING TO POINT LOSS section, you would note the faint printing situation in COMMENTS.

Step 8: SPECIFY RECOMMENDATIONS. BASED ON CLIENT PERFORMANCE, CHECK THE TYPES OF TRAINING YOU FEEL WOULD BE MOST BENEFICIAL.

Example:

8. **RECOMMENDATIONS:** Prior to attempting placement, I recommend client be enrolled in

☐ Job Seeking Skills class and/or ☐ specific, individualized skills training program which focuses on completion of application forms

☐ other training (specify objective): Considering the fact that she reports a head injury, recommendations will be dependent on the results of additional testing.

EMPLOYMENT INTERVIEW PERFORMANCE ASSESSMENT PROCEDURES

Notes to Assessor

- Check to make sure that you have all the materials needed (p. 9).

- Review the Administration Instructions and Interview Script.

- Arrange "office" so that EE can sit across desk from you (without the door being blocked), and so that camera operator can get a clear shot of entering handshake and then zoom camera in on EE once seated, and still have room to step back unobtrusively into corner. All chairs other than yours, EE's and possibly one for camera operator should be out of the way so there is no confusion about where EE is to sit.

  ...If you will be interviewing any individuals who are deaf and use an interpreter, be sure to have available an extra chair to place between you and EE (but out of camera range) for an interpreter.

  ...Remember to move EE's chair out of the way before calling in any applicants using wheelchairs.

- Put **Interview in Progress--Do Not Disturb** sign on outside of door.

- When first EEs arrive, collect their JSS Assessment Checklists, and ask them to be seated in the waiting area until you call them. You can collect subsequent checklists between interviews, or your debriefer may collect them as EEs arrive and bring them to you between interviews.

- Prior to each interview, prepare Interview Script by recording the EE's name, the date, an ID number if you wish, and the video counter number. This means giving last name of EE to the camera operator, who in turn provides you with the counter number at which the interview will begin.

- Final preparation consists of jotting down in the appropriate spaces on the script the job being applied for and the content of the occupation-specific (sixth) question indicated for that job on your Reference Sheet (Appendix B).

Administration Instructions

General Administration Guidelines

- The following are the general instructions which would be used to interview students completing vocational training and taking a job seeking skills course:

  ...ER should adopt a pleasant demeanor as the applicant enters--that is, smile, give eye contact, use pleasant voice tone, and extend hand for handshake (don't force it if applicant chooses not to accept your proffered hand--just give him or her the clear opportunity).

  ...Continue to give frequent eye contact throughout, but fade to neutral manner by the time you start asking questions. (Exception: extremely anxious applicant. Apply good judgment to achieve a balance between being unrealistically affable, and increasing applicant anxiety beyond tolerance.)

  ...Proceed through the listed questions in a neutral, matter-of-fact manner. If applicant has not started to respond in 10 seconds after any of your questions, ER is to proceed to the next question. Acknowledgment of applicant responses (if judged necessary at all) should be limited to noncommittal "Ok," "Um-hum," "I see," or brief (no more than one sentence) summary of applicant's response.

  ...Pleasant manner should be reassumed at close of interview (smile, give eye contact, use warm voice tone, extend hand).

- However, these instructions are modified for administration to clients who are at an earlier point in their programs, particularly clients still undergoing rehabilitation/vocational evaluation--you should adjust your behavior accordingly, based on the following considerations:

  (1) This should not be a punitive experience for the EE; if possible, it should be a positive one.

  (2) Those clients currently in an evaluation program may have been at the facility only a few days, and this may be their first experience with being videotaped.

  (3) There is likely to be a wide variation in prior history--some may have extensive job interview and work experience, but some have neither worked nor even interviewed for a job.

  (4) There may be some uncertainty about the role-play situation (example question interjected by EE: "Am I supposed to pretend I've already had training?" "Sure, if you want to," but go right on with the interview).

- If you are doing in vivo scoring, score Content Components as they occur during the interview, and complete the remainder of the ratings immediately on conclusion of the interview.

Specific Administration Guidelines

Open office door, call applicant's name formally ("Mr. Jones" or "Ms. Smith," not "Johnny" or "Susan"), and wait for the person to approach. You should position yourself inside the office in a spot where camera operator can record the EE's entrance and your proffered hand.

As EE enters office, make eye contact, smile, offer your hand for handshake, introduce yourself in a pleasant tone, ask the person to have a seat (gestering to the chair, if that feels comfortable to you), and close the door.

Start with first question as you are sitting down (gets you right to task at hand and leaves less time for EE to look at camera).

Early on (first question, or two) lean your body slightly toward client as you establish eye contact, then maintain eye contact and gradually lean back to normal setting position (hopefully, accomplishing getting the EE's concentration on you instead of the camera).

With an experienced applicant you can move fairly quickly toward a neutral manner, but with an inexperienced one you may need to maintain positive manner longer (or throughout)--apply good clinical judgment in adjusting your manner to move EE toward optimal arousal level. This applies to voice tone, facial expression, and posture--both in asking questions and in acknowledging responses (<u>never</u> be judgmental, and for an anxious applicant, be relaxed and accepting in such acknowledgments).

You can prompt on second question (and third if need be) if EE doesn't start to respond.

...Prompt for second question: "Like how old are you and where are you from?"

...Prompt for third question: "What about work that might be related to <u>(sales)</u> ?"

- If EE gives telegraphic or overly brief answers, probe at least once (except on disability question), but don't pursue it too long (so you can get all major questions asked in the allotted time):

Examples	
Q: (Concerning prior experience)	A: Yeah, I worked at Chicken Country.
Probe: What did you do there?	A: I was a cook.
Probe: And how long did you do that altogether?	A: Oh, a couple of months, I guess.
*Q: (Concerning best characteristics)	A: Gee, I dunno. What do you mean?
Probe: What are you proudest of about yourself?	A: (Shrug)

*NOTE: This is often the hardest questions for EEs. For an extremely anxious applicant, you might even comment pleasantly, "That may be a tough question," before going on (smoothly) to next question.

- If EE has alluded to one of the interview questions prematurely in answering a previous question, the ER may rephrase the question slightly to reflect the information already reported.

Examples	
Q: Training	
Rephrased: You mentioned that you received some training at the Hot Springs Rehabilitation Center. Tell me a little more about that training program, if you would.	

- If EE appears to have provided a complete answer to one of the questions before you ask it, ER should briefly recap the earlier response and ask a probe when you get to the question (to maintain smooth flow but making sure that information has not been omitted).

Examples	
Q: Prior experience	
Recap/probe: So between Craighead Laundry and Taylor Cleaners you've had about 2 years experience working in a laundry. Any other jobs doing laundry work?	

- The question about disability is actually two questions, intentionally (to see if EE will address each), so be sure to get both asked before allowing EE to respond (even if it means almost interrupting). DO NOT PROBE ON THIS QUESTION(S). If EE simply answers, "No," and in a second or two it seems obvious that that is the complete response, go on to the next question.

- If not clear from earlier responses whether person has ever worked and/or if job mentioned was last one, ask for clarification before going to next series:

Examples
"You said you didn't have (sales) experience. Have you ever had a job?"
"You mentioned Chicken Country earlier. Was that your most recent job?"
"What was your very last job? What did you do there?"

- If person was employed, but circumstances of leaving that position sound suspicious, probe for additional information unless EE appears overly anxious or hostile.

- If EE asks questions at end when given opportunity, stay in role. Answers, obviously, are ad libs, but try to sound reasonable.

Examples	
Q: How much does it pay?	A: $4.25 per hour to start.
Q: Do you work weekends?	A: Only Saturday until noon.
Q: When will you decide?	A: We have several more applicants but plan to make our final choice on Monday.
Q: May I call you about it?	A: Sure, if you want to call Tuesday morning, that'd be fine.

- After pleasantly thanking EE, stand and show EE to door, shake hands if EE initiates it.

- As EE exits, ask him or her to stop and talk with debriefer for a moment before returning to the group activity, and point out where the person doing the debriefing is located.

Employment Interview

Scoring Instructions

Another memory aid ...

Scoring at a Glance

Use of Employment Interview Performance Assessment Form*

1. Score **Content Components** (Items 1-19) as they occur, whether interviewer is rating performance **in vivo** or from videotape.

2. Score **Style Components** (Items 20-33), **Overall Interviewing Competence** (Item III), and **Hire/Not Hire** (Item IV) immediately on completion of the interview or when the videotape is reviewed.

3. Complete **Recommendations** and add any appropriate **Comments**.

*Review **Guidelines** for behavioral anchor's before rating items 1-33.

Scoring Criteria

I. CONTENT COMPONENTS

COMPONENTS	GUIDELINES
(1) Shakes ER's hand on arriving	At the beginning of interview, applicant takes ER's hand when offered and shakes it.
(2) Introduces self by name	Applicant gives name to ER at beginning of interview. (e.g., "My name is __John__," or "I am __Don Dew__."
(3) Gives brief biographical sketch (age, time in area, marital status, other personal information)	Response must include 3 of the following items: (1) age, (2) where from, (3) how long lived in area, (4) marital status--if married, indicate number of children, (5) hobbies, (6) training as a _____, (7) desire to be a _____.
(4) Describes preparedness to fill position	Applicant names and describes previous jobs that relate to position for which he/she is presently applying/interviewing (e.g., Applicant applies for job as cook in fast food restaurant and describes the duties of his/her previous job as cook.
Or, if work history is in another field, relates it to position for which he/she is interviewing	For example, applicant is interviewing for position as a receptionist and describes how her previous job as a waitress relates to the duties of a receptionist (e.g., dealing with people).
Or, if there is no work history which can be generalized to the position, the applicant supports preparedness on the basis of training/education	For example, applicant interviewing for position of small engine repairman has not worked before but has had appropriate training/education for position (e.g., 6 mos. training at vo-tech in small engine repair). Applicant relates in the interview that she/he has had no work experience but has had previous training which prepared him/her for the position.
Or, if no work or training/educational background to to relate to present position, applicant expresses some historical interest	For example, "This type of work has always been of interest to me," or "I have done this sort of thing as a hobby."

(5) Describes related vocational training/preparation	Applicant must include (1) name and place of training, (2) length of training, (3) courses taken and/or machines operated. If client does not have vocational training related to the position, credit may be received by justifying preparedness on the basis of work history, hobbies, interest or some other manner of generalization.
(6) States specific job skills related to position	Applicant interviewing for position of auto mechanic would relate how mechanical skills possessed as a result of training and/or experience would help her/him in the position. Must specify skills--simply answering "yes" to "Can you do X and Y" is not sufficient--must say what else can do.
(7) Admits having a disability (specific--not implied)	Applicant must mention the disability, such as "I have a back problem," "I have diabetes," etc.
(8) Briefly (functionally) positively describes disability	Some brief appropriate functional explanation of the disability must be provided (e.g., "I am unable to lift over 50 lbs."). Unnecessary or non-related detail should be avoided. A long list of "can't dos" would not be in the client's interest. The functional description should be presented positively (e.g., "Although I've had difficulty in dealing with stress at one time, I have learned to deal with it.").
(9) Accurately describes special considerations and needed accommodations or justifies that none are needed	Applicant must say something more than "No, it won't be a problem." An acceptable answer for someone with a back problem would be something like this: "My doctor has released me, but I do have a lifting limit of 50 pounds. Other than that, I can do most anything. I don't believe it will interfere with my being a good employee." Applicant in wheelchair may state need for ramps or parking space close to place of employment, etc.

(10) States some attributes of a good worker	Acceptable statements include: "I am a reliable worker," "I am trustworthy," "I do an honest day's work," "I am on time," "I do good work."
(11) Indicates motivation for working in general	Acceptable statements include: "I like working with people," "I enjoy helping others," "I like to keep busy," "I like doing a good job," or almost anything he/she says that indicates motivation to work.
(12) Indicates history of good supervisor relations	Nearly anything applicant says to indicate he/she had a good work relationship with boss (e.g., "My boss and I got along fine," "I never had any trouble," "We were buddies and went out after work.").
(13) Indicates history of good co-worker relations	Nearly anything applicant says to indicate he/she had a good relationship with co-workers (e.g., "No problem," "We always got along fine," "We were like family.").
(14) States acceptable reason for leaving last job and if there was a problem gives assurance that it will not reoccur	Acceptable responses include: "I had an accident and my boss said he didn't need me any more," "I got sick," "I quit." If it was a problem where person got sick, quit, or was fired, the applicant needs to say more than "I quit," "I got sick," or "I was fired." He must reassure the employer that it won't happen again, or that the problem has been taken care of. The applicant must give the ER some type of reassurance (e.g., a <u>reason</u> why it's no longer a problem).
Or, if no previous job, states acceptable reason for not being hired in previous job(s) or indicates that no previous jobs were applied for	Acceptable responses include: "I wasn't qualified." "I really don't know." "I guess they found someone who they thought could do the job better." Almost any posi- response that the applicant offers is acceptable, "I just need a chance," or "I have always done what I said I would do."
Or, if no previous jobs held or applied for, states acceptable reasons for not seeking employment	Acceptable responses include: "This is the first time my medical problems have stabilized," or "I now have, for the first time, the endurance for a full-day's work."

(15) States interest in specific position	This will probably occur toward the end of the interview. The following responses are acceptable: "I really would like this job," "If you'll give me a chance, I'll do a good job for you," "I'm interested in this job." Anything that indicates the applicant desires to work for the particular company or individual.
(16) Asks relevant question(s) about company or job	Applicant asks about one of the following items: job duties, advancement, additional training, fringe benefits, or salary. If salary information is requested, to receive credit the applicant must ask something else about the company or job before asking about the salary.
(17) States interest in hearing about position decision	Acceptable questions include: "When will you be making a decision?" "May I call back for your decision?"
(18) Thanks ER for interview	At the end of interview, ER will thank applicant for coming in for the interview. If the applicant answers ER by also saying "thank you," a checkmark should be given. Other applicant answers might include: "I appreciate your taking the time to interview me," "Thank you very much for your time."
(19) Shakes ER's hand on leaving	When leaving the interview, applicant takes ER's hand and shakes it.

II. STYLE COMPONENTS

COMPONENTS	GUIDELINES
(20) Eye contact (looking at ER when speaking, listening)	2 - Looks directly at ER when speaking and listening. 1 - Looks at ER most of the time but not all the time. Has moments of inappropriately looking down or away during speaking or listening. 0 - Obvious and frequent deficit in eye contact.
(21) Gestures (appropriate hand/arm movements, head nods that show interest or add emphasis to speech context)	2 - Uses appropriate body gestures in both speaking and listening. 1 - Limited failure to nonverbally communicate listening and/or add gestures while speaking. 0 - Very little use of body in speaking and listening. May be stilted or use inappropriate gestures.
(22) Speech loudness and clarity (appropriate volume and intelligibility)	2 - Loudness is appropriate and speech easily understandable. 1 - Limited occurance of too loud/soft speech and/or disrupted diction. 0 - Speech so low that it is difficult to hear, irritatingly loud and/or unintelligible.
(23) Fluency of speech (pace & timing of responses: not too slow, not too fast)	2 - Pace and timing continually appropriate. 1 - Has infrequent disturbance of fluency, perhaps only in response to "problematic" questions. 0 - Fluency of speech frequently problematic.

(24) Posture and body position (faces ER, sits or stands straight but not rigid)

2 - No significant problem with posture.

1 - May be a little slouched or tense.

0 - Posture quite bad, does not face ER and/or may be rigid in posture.

---

(25) Facial expressions (smiles, raised eyebrows, etc. that show interest or add emphasis to speech context)

2 - Has good facial expressions that show interest and enthusiasm.

1 - Facial expressions are not inappropriate but little interest or enthusiasm shown through them.

0 - Obvious deficit in facial expression or displays inappropriate facial expressions.

---

(26) Grooming/personal hygiene (hair, teeth, hands, etc. neat/clean--no BO)

2 - Grooming appears appropriate in relation to position being applied for--e.g., fingernails/cuticles may be stained if applying for mechanic position.

1 - A noticeable deficit (e.g., teeth may need cleaning, clothes not well ironed, etc.) but not a total turn-off.

0 - One or more problems with personal hygiene and/or grooming that is significantly offensive.

---

(27) Dress (appropriate for interview)

2 - Dress is appropriate.

1 - Borderline appropriateness and/or one mistake (e.g., applying for clerk position and everything right except no tie).

0 - Dress is not appropriate for type of job.

(28) No inappropriate mannerisms (fidgeting, gum, etc.)

2 - None.

1 - Infrequent occurance of thumping, fidgeting, pencil tapping, etc.

0 - Chews gum, picks at body, etc.

---

(29) Positive self-statements (I can, I am, I want--no negative self-descriptors)

2 - Uses positive self statements, as appropriate, throughout interview (e.g., "I can type," "I am dependable," etc.)

1 - Uses no positive statements but does not use negative statements.

0 - Spontaneously introduces negative self descriptors.

---

(30) Detail of answers (neither too much nor too little)

2 - Uses an appropriate amount of detail.

1 - Occasionally too brief or drawn out.

0 - Frequently, either much too much or too little

---

(31) Enthusiasm (emotionally responsive, interested, alert)

2 - Good enthusiasm--alert, interested, emotionally responsive.

1 - Some enthusiasm shown.

0 - Not enthusiastic, apathetic or negative affect.

---

(32) Composure (appears at ease, relaxed, comfortable)

2 - Appears at ease.

1 - Appears nervous but usually able to overcome it.

0 - Not composed at all. Nervous to point of detracting from interview.

(33) Polite/respectful manner (Yes, ma'am or sir, no curses or interruptions, takes seat only when offered and says thank you)

2 - Continual polite, repectful manner.

1 - Limited breaches of politeness and respect shown.

0 - Shows disrespect.

III. ASSESSOR'S OVERALL RATING OF INTERVIEWING COMPETENCE

( ) Excellent ( ) Good ( ) Fair ( ) Poor

This rating provides the ER with an opportunity to communicate an overall assessment of the client's interviewing competence. Within the content and style areas, the focus was on specific behaviors. The question now becomes, "How well did all the pieces come together?" Although a positive relationship would be expected between the specific ratings and the global rating, there may be exceptions to the rule. The client may have demonstrated some strengths that made specific errors excusable. There are numerous ways one can redeem oneself and/or make some mistakes and still look good. Similarly, the client may have met all the specific criteria and otherwise failed to demonstrate interviewing competence.

To assess, simply rate the overall competence you perceived.

IV. I ( ) would hire ( ) would not hire for the position for which EE was applying.

This item also calls for a global rating. On this item you are not necessarily rating interview competence. The applicant could have made many and significant errors yet simultaneously sold her/himself for the specific job. The question becomes, if you were the employer, would you hire the person for the job or not?

V. PERCENT OF RESPONSES ACCEPTABLE

How to determine percent correct is explained on the scoring sheet.

VI. Record your observations concerning the validity of the assessment and EE's general attitude toward participation.

The results of the interview assessment will be used for planning services. Is the assessment a valid appraisal of the client's interview competence? If you suspect the assessment was not valid due to medication, pain, emotional state or some other reason(s), you should so state.

VII. List any "critical incidences" that occured during the interview which should be considered in the planning of services.

If there was a particular significant occurance which you observed or are aware of that should be considered in the planning of services, it should be noted. Examples of critical incidents are: irrational verbal comments made in response to difficult interview questions, any significant interpersonal transaction prior to the interview (e.g., a fight, lover's quarrel, etc.).

VIII. State your overall assessment of the EE's interviewing skills in relation to the type of work the person will probably be applying for.

The success or quality of the client's performance must be determined in relation to the type and level of work the client will probably be applying for. This consideration should be noted.

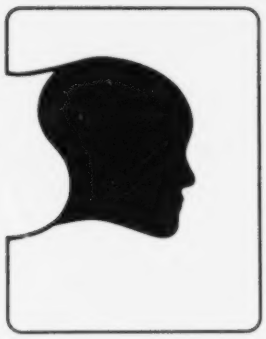
IX. Check the service(s) you believe would be appropriate and justify your recommendations.

( ) Limited one-to-one instruction/coaching

( ) Individualized skill training

( ) General interview skills class

( ) Other (specify)



PART THREE

Use of Assessment Results

Introduction
Purpose of Assessment Data
Principles Underlying Conclusions and Recommendations
Interpreting Performance
Report Writing

INTRODUCTION

Knowing that Bill, Judy and Sam all scored 76% on the job application form is about as useful as not knowing that Bill, Judy and Sam all scored 76% on the job application form. The scores have little meaning aside from the constellation of skills, deficits, wants, motivations, knowledge, and other factors which constitute a unique person. For example, Bill scored 76% as a result of his introduction of humor into the application form as exemplified by his response "Martian" to the question, "What foreign languages do you speak fluently?" Why Bill scored 76% was not noted in his assessment report and the behavior was not corrected. After applying for six jobs, Bill continues to be screened out from job interviews. Judy, a person with quadraplegia, scored 76% primarily as a result of not keeping her answers within the answer blocks. She was later hired as a counselor's aid in an independent living center--the first job she applied for. Sam's 76% reflected meritorious performance given his poor literacy level. He continues in auto mechanics training, for which he has a high aptitude, and in special education as his reading ability requires improvement for his occupational choice in addition to benefiting his job application and other skills.

PURPOSE OF ASSESSMENT DATA

Assessment data are gathered for the purpose of decision-making relative to training, coaching, support, client actions or some other real world consequence. Assessment without related differential consequences is superfluous. The usual client program decisions to be made, in part, guide the direction of the assessment. For instance, if a job seeking skills class is available through a services center, you would likely assess job seeking skills with clients from that service center. While the obvious decisions to be made must influence both your assessment procedures and recommendations, your findings should conversely also influence your recommendations even if it calls for the creation of programming or services. The most stringent test of the adequacy of your recommendations is their client-centeredness. The normal intervention resources are just that--resources, which may or may not be called upon in any specific case.

Given that the typical decisions to be made should not overshadow the reasonableness and accuracy of the recommendations, some of the questions that are most often addressed are:

- Can the person currently complete a job application form and/or employment interview successfully in relation to their potential and probable "level" of job seeking?
- Is it necessary and/or feasible for the person to remediate the skill deficits?
- What services would best address the skill deficits?
- What resources are available that would meet the person's needs?

PRINCIPLES UNDERLYING CONCLUSIONS AND RECOMMENDATIONS

The principles on which your approach is based have affect on your conclusions and make your recommendations. Some of the principles found to be in the client's interest are:

- **Meaningful Communication** - Simply reporting a summary score or percentage correct seldom has meaning. You must give the consumers of your report additional information to make the report meaningful and usable.

- **Level of Confidence** - Do you have confidence in your findings? Have you reasonably confirmed your conclusions or have you simply extrapolated from limited data? Let your consumers know how much faith you put in your findings.

- **Contextual** - Do your specific conclusions reflect an understanding and appreciation of the person and his/her situation as a whole? Put your findings in the context of a person (e.g., "Even though John scored very poorly on the Job Application Assessment, it may not be feasible for John to master the task.").

- **Economy** - Your recommendation should be sensitive to the value of the client's time and to resource consumption. In essence, don't recommend surgery if a pill will get the same results.

INTERPRETING PERFORMANCE

If you have determined that the client's performance is unsatisfactory on the job application form and/or the employment interview and that the client's learning potential would support remedial efforts, the task becomes one of specifically and accurately understanding the client's deficits. As the scoring method is specific in terms of the skills and knowledge needed for successful performance, you may logically begin by reviewing the scoring sheets and the actual job application form and/or employment interview tape or scoring sheet. The objective of this effort is to identify the reason(s) the client performed poorly.

The more obvious deficits are those that are thematic or occur frequently. If the client has 20 spelling errors on the job application form, it would typically constitute a significant deficit and would be easily noted. Similarily, if the client failed to perform adequately (i.e., was scored "no") on all the interview content components having to do with previous work history, a deficit is easily identifiable and should be noted for further interpretation.

In contrast to the frequently occurring errors is the "critical error" which may only occur once. An example of this type of error is that of a client who flatly and inappropriately refused to discuss anything concerning her last employer. Although the client's general performance was adequate, her approach to dealing with a problem regarding her last employer created so many questions that it is doubtful anyone would have hired her.

When you have tentatively identified the specific factors which contributed to significant point loss as well as any performance errors which would have strongly influenced the decision to reject the client's application and/or not offer the job, the question then becomes "why?" More specifically, why did the client make so many neatness errors, why was the client's interview style so lethargic, etc? The behavior occurring during the Job Seeking Skills Assessment procedures offers only hypotheses which are typically best confirmed. In many cases, other assessment data can be utilized to confirm the deficits noted in the Job Seeking Skills Assessment procedures. If achievement tests indicate a very low literacy level, frequent spelling and reading comprehension errors are to be expected and may be confirmed by the Job Seeking Skills Assessment. If other behavior observations suggest a high anxiety level, many of the style components in the interview would be affected.

Some of the more common factors which influence not only the job application form and/or employment interview performance that can be confirmed from other sources typically available are:

- General intellectual functioning level
- Specific learning/performance abilities
- Literacy skills
- Stress management skills
- Psychomotor performance
- Communication skills
- Memory
- Motivation
- Information and/or experience in the world of work

Although we tend, from an assessment perspective, to identify "what is wrong" with the client, the skill strengths a client currently possesses are probably more important in rehabilitation planning than is the dirty laundry list. Consequently, as you review the client's performance and move toward the production of meaningful summary information, focus part of your attention on client strengths. Undoubtedly, over time you will identify a number of clients who, in spite of a great number of errors/deficits, demonstrate such an enthusiasm for work or have such pleasing personalities that anyone would hire them. Between these extreme examples and deficits, many skill strengths can be identified which would support good rehabilitation planning.

In addition to interpreting job seeking skills deficits in the context of other available assessment data, the client is still most often available to you. In many cases, it is highly advisable to conduct a follow-up interview with the client to checkout your assessment hypotheses. Simply asking the client why he/she failed to list references, didn't admit to having a disability, or was so anxious and fidgety during the interview can yield critical information which could not be learned any other way. Based on this information, in some instances, it is advisable to readminister one or both of the assessment procedures. Your responsibility is to provide accurate information on which important decisions will be based. Consequently, it is necessary that you do what is necessary to have confidence in your conclusions.

REPORT WRITING

The next action step following the actual collection of assessment data is that of writing the assessor's findings and recommendations related to the Job Seeking Skills Assessment. Principles for completing the written report include:

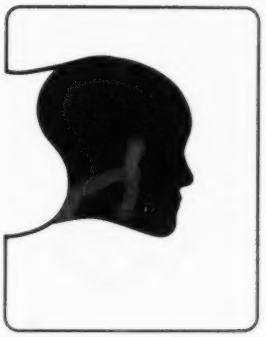
- Provide your consumer with a global score on the two skill areas with a general explanation of that score. People who consume your assessment data will require an explanation of the meaning of "...correctly responded to 87 out of 117 on the job application form."

- Identify specific skill strengths and weaknesses. Your consumer is as interested in strengths to be capitalized on as he/she is in deficits that need attention.

- Identify the reasons or explanations of skill deficits as specifically as possible. This information will have implications for service selection.

- Specifically report any critical incidents occurring during the assessment process that might require special consideration. For example, "During the interview the client flatly refused to discuss co-worker relationships at his last job."

- Make specific recommendations for upgrading the client's skills. Be sensitive to resource consumption. For example, if a client could be expected to adequately complete a job application form if she/he had an accurate school and work history record, you may recommend specific remediation, help or support in this area rather than the more resource consuming methods such as general interview skills training.



PART FOUR

Debriefer Instructions

Preparation
Administration Guidelines

PREPARATION

- Seat yourself in a comfortable chair in the waiting area, preferably in view of the door to the office where the interviews are being conducted, and close to another comfortable chair for the EE.

- Note that, when it is time for the **Release Form** to be accomplished, it is preferred that you print the EE's name in the top space on the form, since some clients' signatures are difficult to decipher later.

- If, as you finish debriefing one client, others show up for interviews, it is sometimes helpful to the ER if you can collect their **JSS Assessment Checklists** that they bring with them and take them to the ER between interviews. (Not a necessity, but can speed up the process if convenient to you.)

- Also, if clients show up for debriefing while you are in the process of debriefing, direct the newcomers to wait in area removed from you (so that you and the EE being debriefed have some privacy).

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ADMINISTRATION GUIDELINES

- Overall, this should be a relaxed, stress-free situation for the EE. Maintain a pleasant demeanor, use lots of eye contact, smiles, etc.--and be relaxed in your posture.

- As each EE exits, the ER will direct him or her to where you are sitting. Introduce yourself, and ask the EE to sit down for a moment.

- Proceed to ask the debriefing questions in a pleasant manner; maintain a tone of acceptance. Listen to the client's answer to the question, ask the next question, and so on. Quickly record the client's answers on the debriefing sheet.

Debriefing Script

"Now that you've completed your interview, can you tell me how you felt and what you were thinking before you went in?"

"How do you feel now that you've finished?"

(If not included in previous answer, ask:) "How do you think you did?"

"You do understand, don't you, that the interview was not an actual interview for a real job?"

- If there is a problem (e.g., applicant has decided this was an interview for a real job after all), deal with it if you possibly can.

- If there is a problem with which you cannot deal, or one which you think merits follow-up, record the pertinent information on your pad and, when time is appropriate, give it to the interview coordinator for further action.

- Once the debriefing questions have been answered, introduce the **Consent and Release Form**:

Introducing the Consent and Release Form

"There's just one last thing before you go back to (whatever the next group activity will be). It was explained to you earlier that we videotape these interviews not only to see if there's any way we can help you do a better interview when it comes time for you to do actual job interviews, but also to help us improve our training program here. I need you to sign a release for the tape to show that we have your permission to look at the tape. Your tape will be kept confidential."

- Pull out the **Consent and Release Form**, and print in the applicant's name if you have not already done so.

- Then show the EE the form so that he/she can read along with you:

Signing the Release/Consent Form

"Let me just show you what this says. You, Don Dew, grant permission to the (agency name) (that's us) to videotape you and to use these recordings. You understand that the tapes will be used by (agency name) (us) only for educational purposes."

"Do you have any questions or any problem with that?"

"If you understand it and agree, then I need to have you sign it here."

- If EE does not also date the form, do so as you sign as "witness."

- Thank the EE pleasantly and instruct him/her to return to the appropriate room for the next activity on the schedule.

- If the EE refuses to sign the consent form, politely ask him/her the reason. If you cannot easily convince him/her after explaining it again then thank the EE and lay his/her **Consent and Release Form** aside. As time permits, you should contact the EE's counselor and turn the problem over to him/her.

- The completed **Consent and Release Forms** should be provided to the ER for filing.

PART FIVE

Camera Operator Instructions

Preparation
Administration Guidelines

PREPARATION

- Set up the equipment:

  Hook up VCR, monitor, and camera. (Recorder in "record" mode; camera "fade" switch on.)

  Position VCR and monitor as far away from interview area (preferably toward a corner) as possible, with monitor facing away from ER's chair but so you can see it from the chair you set in the corner for yourself. Use camera on a tripod so that you can both record ER/EE handshake just inside door to office and shift slightly to focus on EE seated at desk.

  Check color, light, etc.

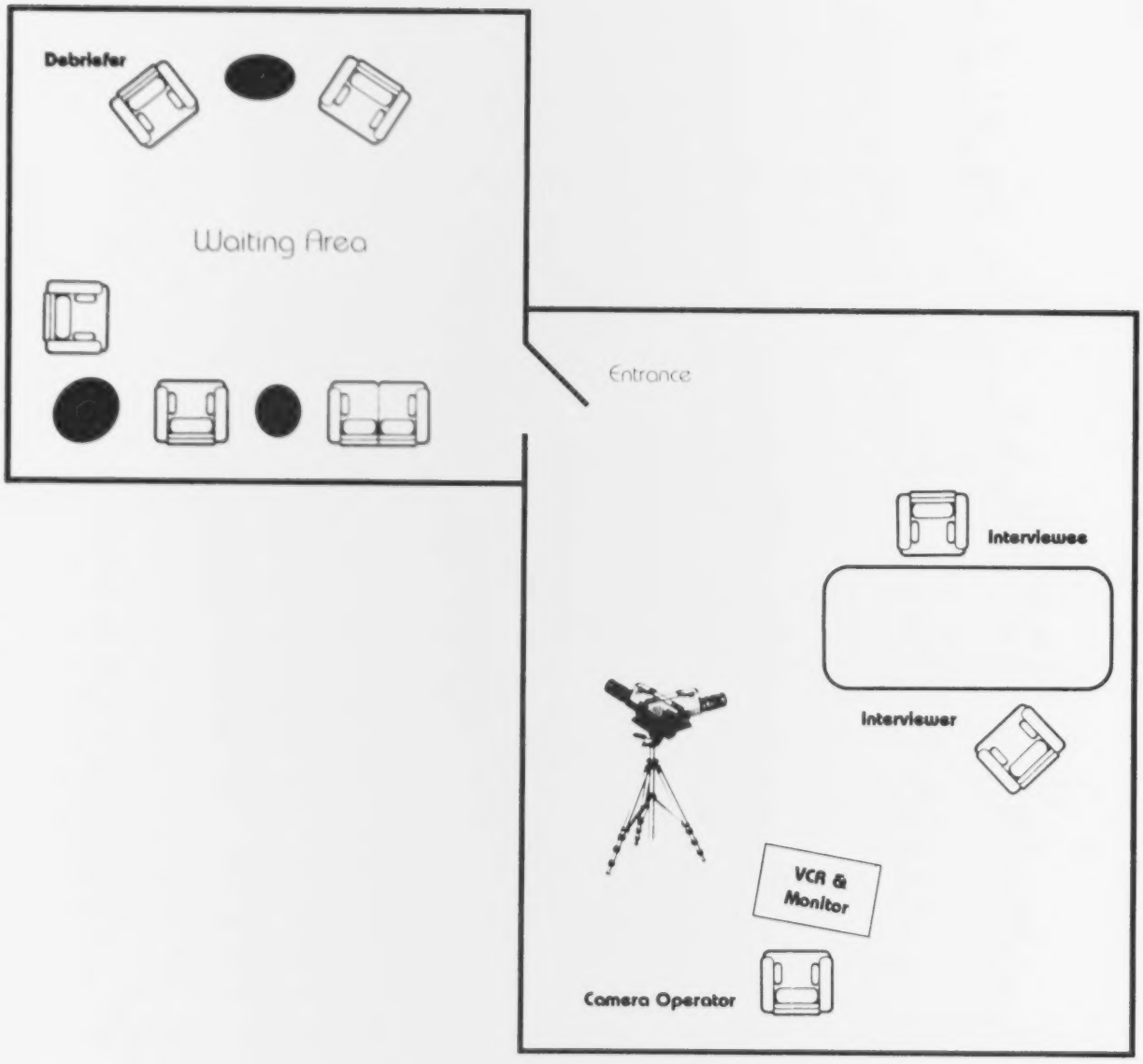
  Rewind any (new or used) videocassette to beginning and reset counter to 0000. If cassette has been partially used, fast forward to end of last recorded session to find counter number to start the first interview for the day.

- Prior to each interview, record EE's last name (include first initial if there are two or more with the same last name) provided you by ER, plus counter number. This sheet is to be dated and should be kept with the videocassette. Label the cassette.

- In turn, provide ER with the counter number at which the interview will start so it can be recorded on the interview script sheet used by the ER.

- If unfamiliar with interview, review Interview Script.

- If interviews are to be timed, have stopwatch in hand.


Debriefer
Waiting Area
Entrance
Interviewee
Interviewer
VCR &
Monitor
Camera Operator

ADMINISTRATION GUIDELINES

- Start camera as ER calls applicant's name (so it will be recording when applicant enters and shakes, or does not shake, ER's proffered hand) with focus on where applicant's hand will be.

- Swivel camera to follow EE as he or she moves across to take a seat at the ER's desk.

- If interviews are to be timed, start stopwatch as ER asks EE to take a seat.

- Zoom in as the ER asks, "Tell me something about yourself." Focus on just-below-edge-of-desk-up shot and make any minor adjustments needed.

- Unobtrusively step back and sit down in chair that is out of the way and behind the VCR and monitor--with monitor facing you.

- If interviews are to be timed, at 5 minutes by your stopwatch, unobtrusively get up, turn camera off, and return to your seat.

  Exception: If EE is deaf or stutters, or you are so instructed by ER, let camera run.

- If interview is over before five minutes have elapsed, quietly return to camera as ER says, "That's all for today's interview. Thank you." Return camera to full view, and follow EE across to door so that you can record a handshake if it occurs.

- Camera may be turned off as EE exits the office.

- In general, the key word is <u>unobtrusive</u>!

PART SIX

Development of Procedures

Job Application
Employment Interview

JOB APPLICATION

The goal of the development of the job application assessment instrument was to measure those critical skills related to the task, reliably measure them, and produce instructions which could easily and economically be used in assessment situations. The task began with a comprehensive review of the related literature to identify those skills empirically related to the job application task. Secondly, we selected an application blank that calls on those skills and contains the basic elements which typically appear on private-sector applications (Gregory, 1966) found in HEW Region VI and is similar to some forms used by national companies.*

A scoring procedure was developed which is an adaptation, elaboration and refinement of that suggested by Mathews, Whang and Fawcett (1984a). Pilot testing was conducted at a comprehensive rehabilitation facility, including practitioner user reviews of the administration and scoring instructions, and of several generations of the scoring sheet. For instance, for diagnostic and program planning purposes, practitioners much preferred the final version of the scoring sheet because it included information about the types of errors made.

Following pilot testing, a descriptive study (Hinman, 1987) was conducted using the administration and scoring instructions presented in this manual. The post-training scoring (N = 25) of the two raters was compared to that of the "expert" author of the instructions on an item-by-item basis. The resulting kappas (Cohen, 1960), which represent the proportion of agreement after chance agreement has been removed, were .96 and .95, respectively, for the two raters. Examination of the scores for an additional 49 cases (20% of the sample) which they scored independently showed that the raters did not significantly differ on percentage correct scores (correlated $t(48) = 22$) and achieved perfect agreement on identifying areas in need of improvement.

It is fortunate that job application skills can be reliably assessed as our findings, summarized below, clearly illustrate the need for both assessment and skills-training interventions which focus on the job application.

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*The application blank selected, like the majority of those reviewed, includes items that, according to current labor law, should be excluded. However, since it appears to be common practice in the private sector to retain such potentially discriminatory items, and job seekers are therefore likely to encounter them, we opted for realism. The companion training packages deal in some detail with options for handling questions that are potentially discriminatory.

Hinman, S. (1987). Job application deficiencies of "job ready" rehabilitation clients. Journal of Job Placement, 3, 12-15.

> A sample of 152 clients in their final 3 months of vocational training at a comprehensive rehabilitation facility completed a standard job application blank. The results of the study provide an application performance profile for "job ready" clients which reflects rather low proficiency levels related to this important job seeking task. Mean time to completion was 20 minutes, and 66% of the sample exceeded the optimal 15-minute maximum for this type of form. On overall performance, the mean was 34% correct, and only 18% of the sample entered more than half of the information requested correctly. Applicant performance was rated as "in need of improvement" for 99% of the sample on Personal Information, 95% on Employment Desired, 100% on Education/Military History, 99% on References, 82% on Physical Record, and 71% on the Signature Block section of the application form.

It should be noted that additional research is needed to address the issue of employer expectations of applicants for various types of positions. For instance, it is likely that expectations might be higher for secretarial applicants (or others who will be required to do written detail work in their jobs) than for laundry worker applicants. There may also be differential expectations in large and small businesses.

EMPLOYMENT INTERVIEW

In developing the job interview skills assessment process, we employed a modified behavior-analytic approach (Goldfried & D'Zurilla, 1969). That is, we first reviewed the relevant literature; particularly helpful were the work of Mathews, Whang and Fawcett (1980, 1984a, 1984b) and of Kelly (1982), although we also considered the findings of other investigators summarized by Roessler, Hinman and Lewis (1987). Next we enumerated the skills needed in the job interview situation, and then generated a pool of stimulus questions to elicit demonstrations of those skills. The next step involved selecting sets of questions ranging from specific to open-ended, which together seemed to constitute a brief but reasonable employment interview format. (Since Arvey and Campion [1982] found that employers make the "hire" decision after only about 4 minutes with an applicant, we concluded that there was little need to extend the assessment beyond a 5-minute period.) Interview Form A (Appendix A) has been used most extensively to date.

Pilot testing was conducted at a comprehensive rehabilitation facility, and input was solicited from placement experts and other experienced rehabilitation practitioners as to wording of questions, realism of format and overall flow. Practitioner user reviews of the administration instructions, scoring guidelines and scoring sheet were also conducted.

Following pilot testing, a descriptive study was conducted using the administration instructions presented in this manual. As in the case of job application form skills, there appears to be a significant need for employment interview skills training as illustrated below:

Roessler, R., Hinman, S., & Lewis, F. (1987). Job interview deficiencies of "job ready" rehabilitation clients. Journal of Rehabilitation, 53(1), 33-36.

> A sample of 94 clients in their final 3 months of vocational training at a comprehensive rehabilitation facility participated in a simulated employment interview. Results of the study provide a profile of the job interview competence of "job ready" clients, identifying a number of critical deficiencies. In the 5-minute interview 25% of the the sample initiated no more than one positive statement about themselves, and 36% spontaneously introduced at least one negative self-description; 85% did not provide a brief description of their educational background, and 25% did not describe their work history or training. When asked directly, 57% did not describe their disability or its functional implications, and 87% did not ask any relevant questions of the interviewer. This sample also showed little tendency to use non-verbal and paralinguistic behaviors to display energy or enthusiasm during the interview. Two personnel managers who volunteered to rate the videotapes for a subsample of $n = 30$ recorded a "would not hire" decision for 63%, and noted at least one area in need of significant improvement for 100% of the interviewees.

A subsequent study employed the final version of scoring instructions as well as the administration procedure detailed in this manual:

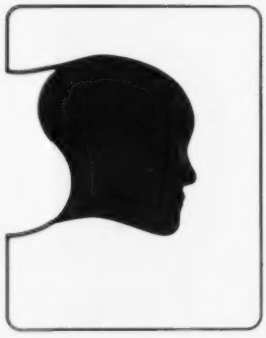
Farley, R., & Hinman, S. (1987). Enhancing the employability and career development of persons with disabilities: A comparison of two interventions. Rehabilitation Counseling Bulletin, 31(1), 4-16.

> A sample of 32 clients who were enrolled in vocational training at a comprehensive rehabilitation facility and who had been referred for employability skills training participated in a simulated employment interview. Results of the pre-training assessment were consistent with previous studies (e.g., Roessler, Hinman, & Lewis, 1987) and revealed critical deficits in job interview skills. In the 5-minute interview only 28% of the sample performed more than half of the 24 content behaviors (M = 40.6%), 62.5% earned average style ratings (14 items) below "marginal performance" (M = 1.93, where 2 = marginal performance), 50% earned overall interviewing competence ratings below "marginal performance" (M = 1.64, where 2 = marginal performance), and only 39% earned "would hire" ratings from the interviewer. Interrater reliabilities were calculated on an item-by-item basis for the two raters. The resulting Kappas (Cohen, 1960), which represent the proportion of agreement after chance agreement has been removed, were .72(z = 46.12) for the content behaviors, .23(z = 8.56) for the style behaviors .56(z = 4.94) for overall interviewing competence, and .55(z = 5.40) for interviewer's hiring decision, all of which are statistically significant at the .001 level of confidence.

The findings of these two studies clearly demonstrate the need for both assessment and interventions which focus on employment interview skills.

As with the job application, future research should address the issue of differential expectations of employers for various types of positions, as well as possible differences between employers in large and small, urban and rural businesses. We hope future researchers will examine these potentially important questions.

The user will note that the developmental procedures have not tied the job application to the employment interview assessment procedure. There are three major reasons for this. First, although application forms are typically utilized for initial screening purposes and some employers use the application during the interview, it is not uncommon for ERs not to refer to the application during a face-to-face interaction. (In fact, some employers will open the interview with a statement like, "I really don't like to read application forms, so why don't you just tell me about yourself.") In addition, our experience indicates that the information entered on application forms by rehabilitation clients is often incomplete and/or difficult to read. For this reason, it is virtually impossible to conduct a standardized assessment if one were to use application blank data as the basis for interview questions. Lastly, if the two procedures are both free-standing, the assessor may use them independently.



PART SEVEN

Preparing to Assess

Getting Prepared to Use This Tool
Resources

GETTING PREPARED TO USE THIS TOOL

We believe that careful study of this manual and a few practice sessions will prepare you to successfully use the job application assessment procedures. They are straightforward and detailed. With a little practice, you should be able to score most completed applications by referring only to the "Scoring at a Glance" page (but don't hesitate to check the "Scoring Criteria" pages as needed), and to complete a scoring sheet in 5 minutes. Although it is not necessary, it would be helpful to attend a training program offered by the Arkansas Research and Training Center in Vocational Rehabilitation or other qualified trainers.

Preparing to conduct the job interview assessment is somewhat more difficult as it involves role playing on the part of the assessor. But, with careful study of the manual and a few trial runs, there should be no difficulty in successfully carrying out the job interview assessment. The videotape used as a part of the Getting Employment Through Interview Training (GET-IT!), which serves as the recommended intervention for interview skills training, could be reviewed as a model in preparation for conducting the interview skills assessment. We suggest that you videotape your practice sessions and use fellow practitioners to play the roles of clients. We also suggest that you practice conducting the interview until you are comfortable with it before you attempt scoring applicant performance. If you plan to use a camera operator and a debriefer, the staff members serving these functions should be given copies of this manual (or at least the relevant sections) to review as their own preparation.

To prepare for scoring the interview it will probably be helpful to quickly review the "Targeted Skills" section presented earlier in addition to carefully studying the "Employment Interview, Scoring Criteria" section. In our experience, it will be easiest for you to begin scoring from videotape, and only move to in vivo scoring after you are thoroughly familiar with the scoring sheet and guidelines. When you are comfortable with the scoring format, it will then be an easy transition to scoring the content items in vivo as they occur and the remaining items immediately on completion of the interview.

As a little bit of practice makes you proficient, you will find that preparing individual interview script sheets will take less than 30 seconds per applicant, conducting the interview will take no more than 5 minutes, and completing the scoring sheet will take no more than 4 1/2 minutes even if you have complicated recommendations! In short, this is a 10-minute assessment per applicant.

We suggest that you select a time and appoint someone responsible for giving clients prior notice during their evaluation process that the job application and interview assessment procedures will be conducted. Again, all clients should have this "prior warning" so that they can prepare the needed information (e.g., employment history, references, & other personal data) to take to the assessment if they are so inclined.

Appendix B, which contains all of the forms needed for both assessments, is perforated. This way, the forms can easily be removed and used as masters for photocoping your own supply.

Finally, it should be noted that these procedures can easily be used as pre/post assessments for job seeking skills interventions.

RESOURCES

- **For assessing other categories of job seeking skills:**

Mathews, R. M., Whang, P. L., & Fawcett, S. B. (1984b). Occupational Skills Assessment Instrument. Monograph 27. Lawrence: University of Kansas.

- **For job seeking skills training:**

A number of effective programs dealing with general job seeking skills have been developed (e.g., Azrin & Besalel, 1980; Azrin, Flores, & Kaplan, 1977; Azrin & Philip, 1979; Kelly, 1982; Kneipp, Vandergoot, & Lawrence, 1980; Mathias, 1981; Multi Resource Centers, 1971; Rusch & Mithaug, 1980), so there was no need for the RTC to duplicate work in this area. However, many of these either do not thoroughly address the special problems that disability creates for the job seeker, or require a level of literacy and self-study skills above that of clients typically served in public vocational rehabilitation facilities. Consequently, the two follow-up intervention packages referenced below were designed to increase job application form and interviewing skills of persons with disabilities.

Roessler, R. T., Hinman, S., & Lewis, F. L. (1987). Getting employment through interview training (GET-IT!). (Package includes Trainer's Manual, Participant's Workbook, and videotapes.) Fayetteville: Arkansas Research and Training Center in Vocational Rehabilitation.

Means, B. L. (1988). Job application training, Trainer's Guide. Fayetteville: Arkansas Research and Training Center in Vocational Rehabilitation.

- **For clients with good literacy and self-study skills, an excellent skill development program is already available:**

Mathews, R. M., Whang, P. L., & Fawcett, S. B. (1984a). Learning job-finding skills manual. Lawrence: University of Kansas, Research and Training Center on Independent Living.

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Farley, R., & Hinman, S. (1987). Enhancing the employability and career development of persons with disabilities: A comparison of two interventions. Rehabilitation Counseling Bulletin, 3(1), 4-16.

Goldfried, M., & D'Zurilla, T. (1969). A behavior-analytic model for assessing competence. In C. D. Spielberger (Ed.), Current topics in clinical and community psychology (pp. 151-196). New York: Academic Press.

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APPENDICES

Appendix A

EXAMPLE FORMS

Job Application Blank: Items to be Scored
Job Application Blank: Scored
Job Application Scoring Sheet: Completed
Consent and Release Form
Employment Interview Performance Assessment Scoring Sheet: Scored

Smith Corporation
123 Main Street, Anytown USA
555-9876

pencil C

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date (4) Social Security Number (5)

Name (6) LAST (7) FIRST (8) MIDDLE Age (9) Sex (10)

Present Address (11) STREET (12) CITY (13) STATE

Permanent Address (14) STREET (15) CITY (16) STATE

Phone No. (17) (18) Own Home / Rent

Date of Birth (19) Height (20) Weight (21) Hair Color (22) Eye Color (23)

(24) Married Single Widowed Divorced Separated

Number of Children (25) Dependents Other than Wife or Children (26) Citizen of U.S.A. (27) Yes ☐ No ☐

If related to anyone in our employ, state Name and Department (28) name (29) department Referred by (30)

EMPLOYMENT DESIRED

Position (31) Date you Can Start (32) Salary Desired (33)

Are you employed now? (34) If so, may we inquire of your present employer? (35)

Ever applied to this company before? (36) Where (37) When (38)

EDUCATION

	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School	(39) (40)	(41)	(42)	(43)
High School	(44) (45)	(46)	(47)	(48)
College	(49) (50)	(51)	(52)	(53)
Trade, Business or Correspondence School	(54) (55)	(56)	(57)	(58)

Subjects of Special Study or Research Work (59)

What Foreign Languages do you speak fluently? (60) Read (61) Write (62)

U.S. Military or Naval Service (63) Rank (64) Present Membership in National Guard or Reserves (65)

Activities other than Religious (Civic, Athletic, Fraternal, etc.) (66)

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

Last (1) First (2) Middle (3)

Continued on Back

FORMER EMPLOYERS (List below last four employers, starting with most recent.)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From (90)	(92)	(94)	(95)	(96)
To (91)	(93)			
From (97)	(99)	(101)	(102)	(103)
To (98)	(100)			
From (104)	(106)	(108)	(109)	(110)
To (105)	(107)			
From (111)	(113)	(115)	(116)	(117)
To (112)	(114)			

REFERENCES (Give below the names of three persons not related to you, whom you have known at least one year.)

	Name	Address	Business	Years Acquainted
1	(67)	(68)	(69)	(70)
2	(71)	(72)	(73)	(74)
3	(75)	(76)	(77)	(78)

PHYSICAL RECORD

List any physical defects (79)

Were you ever injured? (80) If yes, give details (81)

Have you any defects in hearing? (82) In vision? (83) In speech? (84)

In case of emergency notify (85) NAME (86) ADDRESS (87) PHONE NO

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date (88) Signature (89)

DO NOT WRITE BELOW THIS LINE

Interviewed by Date

Remarks

Neatness Character

Personality Ability

Hired For Dept. Position Will Report Salary

Approved 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

EXAMPLE OF SCORED APPLICATION BLANK

pencil ✓

APPLICATION FOR EMPLOYMENT

18 minutes

PERSONAL INFORMATION

Date Oct. 24, 1985 ✓ Social Security Number 511-48-2138 ✓

Name Hinman ✓ (LAST) Suki ✓ (FIRST) Sue ✓ (MIDDLE) Age 38 Sex F ✓

Present Address 205 (STREET) N. Church St. ✓ (CITY) Fayetteville, ✓ (STATE) AR ✓ 72701

Permanent Address 205 (STREET) N. Church St. ✓ (CITY) Fayetteville, ✓ (STATE) AR ✓

Phone No. 624-4411 ✓ Own Home Rent

Date of Birth 3-5-48 ✓ Height 5'11" ✓ Weight 140 ✓ Hair Color Brown Eye Color Hazel ✓

Married Single Widowed Divorced Separated

Number of Children none ✓ Dependents Other than Wife or Children

Citizen of U.S.A. ✓ Yes ☒ No ☐

If related to anyone in our employ, state Name and Department not that I know of ✓ Referred by Vaughn Kesterson ✓

EMPLOYMENT DESIRED

Position Secratery I Date you Can Start now ✓ Salary Desired $6.00 ✓/hour

Are you employed now? No ✓ If so, may we inquire of your present employer? yes

Ever applied to this company before? No ✓ Where When

EDUCATION

	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School	Marymount School, Arlington, VA ✓	'53-'60 ✓	— ✓	general ✓
	West Jr. H.S., Lawrence, KS ✓	'60-'62	1962	
High School	Lawrence, KS ✓			
	Lawrence, KS ✓	3 ✓	1965 ✓	College prep ✓
College	Univ. of Arkansas	3 ✓	1972 ✓	
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work factor analysis ✓

What Foreign Languages do you speak fluently? none ✓ Read French ✓ Write — ✓

U.S. Military or Naval Service N/A ✓ Rank — ✓ Present Membership in National Guard or Reserves — ✓

Activities other than Religious (Civic, Athletic, Fraternal, etc.) St. Joesph Alter Soc.

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

Last First Middle

Continued on Back

FORMER EMPLOYERS (List below last four employers, starting with most recent.)

	Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From	May 1972	memorial Hosiptal	$4.60		
To	Aug. '73 ✓	Springdale, AR ✓	hour ✓	clerk ✓	illness ✓
From	July '65 ✓	Hallmark Cards ✓	$4.50	billing	going to
To	May '69 ✓	Lawrence, KS ✓	hour ✓	clerk ✓	college
From					
To					
From					
To					

REFERENCES (Give below the names of three persons not related to you, whom you have known at least one year.)

	Name	Address	Business	Years Acquainted
1	Betty Tobler ✓	1109 W. 21st, Lawrence, KS ✓	retired ✓	22 ✓
2	Donald Crossley ✓	105 Reserve, Hot Springs, AR ✓	pastor	5 ✓
3	Bobby Means ✓	Rt. 2, Royal, AR ✓	pyccholigist	8 ✓

PHYSICAL RECORD

List any physical defects

Were you ever injured? yes ✓ If yes, give details bicicle reck – got rock in head

Have you any defects in hearing? None ✓ In vision? yes ✓ In speech? — ✓

In case of emergency notify Betty Tobler ✓ 1109 W. 21st St., Lawrence, KS ✓ 913-842-0262 ✓
NAME ADDRESS PHONE NO.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Oct 25, 1985 10/24 Signature Suki Hinman ✓

DO NOT WRITE BELOW THIS LINE

Interviewed by Date

Remarks

Neatness Character

Personality Ability

Hired For Dept. Position Will Report Salary

Approved 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

JOB APPLICATION SCORING SHEET

Summary of Performance

Scored/reported by: S. Parkerson

Client name: Suki Hinman
Soc. Sec. No.: 511-48-2138
Administered by: Betty Odendahl
Date: 10/24/85 Location: H.S.R.C.

1. Errors contributing to point loss

Type of error	*Tally*	*Total*
Neatness/Legibility	𝍸	5
Spelling	𝍸 I	6
Completeness	𝍸 𝍸 𝍸	15
Printed (or typed)	I	1
Following Directions/Accuracy	𝍸	5

2. Areas in need of improvement

Personal Information	✓
Employment Desired	✓
Education/Military	✓
Employment History	✓
References	✓
Physical Record	✓
Signature Block	

3. Number of items to be completed: 104

4. Number of items completed correctly: 73

5. Percent of items correct: 70%

6. Time to completion Total minutes: 18 More than 15? ✓

7. Additional comments: In general, her job application form looked pretty good. Most of her notable errors were omissions and spelling. Her errors and speed are inconsistent with her education level. Her job application performance would not currently support success in securing a secretarial position.

8. RECOMMENDATIONS: Prior to attempting placement, I recommend client be enrolled in

☐ Job Seeking Skills class and/or ☐ specific, individualized skills training program which focuses on completion of application forms

☐ other training (*specify objective*): Considering the fact that she reports a head injury, recommendations will be dependent on the results of additional testing.

EXAMPLE

ARKANSAS RESEARCH AND TRAINING CENTER IN VOCATIONAL REHABILITATION

CONSENT AND RELEASE FORM

I, Don Dew, grant permission to the Arkansas Research and Training Center in Vocational Rehabilitation (ARTC-VR) to videotape me, and to use such recordings. I understand that the tape will be used by the ARTC-VR for educational purposes only.

Signature: Don Dew Date: 12/9/85

Witness: Suki Hinman Date: 12/9/85

EXAMPLE

NAME Don Dew
DATE 12-9-85

JOB APPLIED FOR Auto Mechanics
SCORE 88.2%

EMPLOYMENT INTERVIEW PERFORMANCE ASSESSMENT

Scoring Sheet

I. CONTENT COMPONENTS **Check "yes" if performed, check "no" if not performed.**

Yes	No	
✓		(1) Shakes interviewer's hand on arriving
✓		(2) Introduces self by name
✓		(3) Gives brief biographical sketch (age, time in area, marital status, other personal information)
✓		(4) Describes preparedness to fill position Or, if work history is in another field, relates it to position for which he/she is interviewing Or, if there is no work history which can be generalized to the position, the applicant supports preparedness on the basis of training/education Or, if there is no work or training/educational background to relate to the present position the applicant expresses some historical interest
✓		(5) Describes related vocational training/preparation
✓		(6) States specific job skills related to position
	✓	(7) Admits having a disability (specific--not implied)
	✓	(8) Briefly (functionally/positively) describes disability
	✓	(9) Accurately describes special considerations and needed accommodations or justifies that none are needed
✓		(10) States some attributes of a good worker
	✓	(11) Indicates motivation for working in general
✓		(12) Indicates history of good supervisor relations
✓		(13) Indicates history of good co-worker relations
✓		(14) States acceptable reason for leaving last job and if there was a problem gives assurance that it will not reoccur Or, if no previous job, states acceptable reason for not being hired in previous job(s) applied for or no previous job applied for Or, if no previous jobs held or applied for, states acceptable reasons for not seeking employment
	✓	(15) States interest in specific position
✓		(16) Asks relevant question(s) about company or job
	✓	(17) States interest in hearing about position decision
✓		(18) Thanks interviewer for interview
✓		(19) Shakes interviewer's hand on leaving

II. STYLE COMPONENTS

Poor	indicates need for improvement.
Fair	indicates marginal performance, on the borderline, at the low end of being acceptable.
Good	indicates no improvement necessary.

Poor	Fair	Good	**Circle one number to indicate rating.**
0	1	(2)	(20) Eye contact (looking at interviewer when speaking, listening)
0	1	(2)	(21) Gestures (appropriate hand/arm movements, head nods that show interest or add emphasis to speech context)

0	.	(2)	(22) Speech loudness & clarity (appropriate volume intelligibility)
0	(1)	2	(23) Fluency of speech (pace & timing of responses: not too slow, not too fast)
0	1	(2)	(24) Posture & body position (faces interviewer, sits or stands straight but not rigid)
0	1	(2)	(25) Facial expressions (smiles, raised eyebrows, etc. that show interest or add emphasis to speech context)
0	(1)	2	(26) Grooming/personal hygiene (hair, teeth, hands, etc. neat/clean-no BO)
0	(1)	2	(27) Dress (appropriate for interview)
0	1	(2)	(28) No inappropriate mannerisms (fidgeting, gum, etc.)
0	1	(2)	(29) Positive self-statements (I can, I am, I want--no negative self-descriptors)
0	(1)	2	(30) Detail of answers (neither too much nor too little)
0	(1)	2	(31) Enthusiasm (emotionally responsive, interested, alert)
0	1	(2)	(32) Composure (appears at ease, relaxed, comfortable)
0	1	(2)	(33) Polite/respectful manner (Yes, ma'am or sir, no curses or interruptions, takes seat only when offered and says thank you)

III. ASSESSOR'S OVERALL RATING OF INTERVIEWING COMPETENCE

( ) Excellent (X) Good ( ) Fair ( ) Poor

IV. I (X) would hire ( ) would not hire for the position for which interviewee was applying.

V. PERCENT OF RESPONSES ACCEPTABLE

Count the number of "yes" in content section..... 14

Total the number of points in the style section.....+ 23

Add the numbers from content section and style section... = 37

Divide the sum by 47: 88.7 quotient

47 / 37.00 sum

328

410

376

340

329

The resulting quotient is the percentage correct.

VI. Record your observations concerning the validity of the assessment and interviewee's general attitude toward participation.

The assessment score is an accurate reflection of the interview. The interviewee's attitude was a very cooperative one throughout the interview.

VII. List any "critical incidences" that occurred during the interview which should be considered in the planning of services.

The interviewee denied having a disability in the interview. In a follow-up discussion, John stated he thought it would be better to deny having a disability. In his case, it would probably cost him the job to deny his disability.

This problem should be dealt with prior to job seeking.

VIII. State your overall assessment of the interviewee's interviewing skills in relation to the type of work the person will probably be applying for.

The interviewee did a good job on the interview and would most likely have had a good chance to get a job as an auto mechanic. He didn't seem very motivated to get the pretend job during the interview, but I believe his motivation to work and get a real job is high. I advised him to look a little more presentable when he does apply for a real job. I think he got the message and will, but he should be checked out.

IX. Check the service(s) you believe would be appropriate and justify your recommendations.

(✓) Limited one-to-one instruction/coaching

( ) Individualized skill training

( ) General interview skills class

( ) Other (specify)

Appendix B

BLANK FORMS

JSS Assessment Checklist
Job Application Blank
Job Application Scoring Sheet
Employment Interview Script
Reference for Job-Specific (6th) Question
in the Interview Script
Employment Interview Performance Assessment Scoring Sheet
Consent and Release Form

Name _____

JSS ASSESSMENT CHECKLIST

The JSS Assessment involves your applying for an imaginary job by completing an application blank and participating in a role-played job interview. The purpose is to see how well you can fill out an application, and to evaluate your interview skills. The particular kind of job you decide to apply for will have no influence on the rest of your evaluation or the type of vocational training for which you may be eligible.

For the purposes of the JSS Assessment, let's say that the Smith Corporation, a large company, now has openings for the types of jobs listed below. Select one to apply for by placing a checkmark beside your choice.

_____	Auto mechanic	_____	Secretary
_____	Sales clerk	_____	Machinist
_____	Draftsman	_____	Welder
_____	Cafeteria worker	_____	Bindery worker
_____	Laundry worker	_____	Technical writer
_____	Upholstery	_____	Custodial worker
_____	Short-order food service	_____	Building and grounds maintenance
_____	Cosmetologist	_____	Orthotics assistant
_____	Watch repairman	_____	Carpenter
_____	Alterations seamstress	_____	Junior accountant
_____	Small engine repairman	_____	Appliance repairman
_____	Clerk-typist	_____	File clerk
_____	Auto partsman	_____	Construction worker
_____	Phototypsetter	_____	Florist's assistant
_____	Nurse's aide/orderly	_____	Grocery clerk
_____	Data entry clerk	_____	Motor pool driver
_____	Body & fender repairman	_____	Word processor

Smith Corporation

123 Main Street, Anytown USA

555-9876

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
LAST FIRST MIDDLE

Present Address _____
STREET CITY STATE

Permanent Address _____
STREET CITY STATE

Phone No. _____ Own Home _____ Rent _____

Date of Birth _____ Height _____ Weight _____ Hair Color _____ Eye Color _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents Other than Wife or Children _____ Citizen of U.S.A. Yes ☐ No ☐

If related to anyone in our employ, state Name and Department _____ Referred by _____

Last / First / Middle

EMPLOYMENT DESIRED

Position _____ Date you Can Start _____ Salary Desired _____

Are you employed now? _____ If so, may we inquire of your present employer? _____

Ever applied to this company before? _____ Where _____ When _____

EDUCATION

	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages do you speak fluently? _____ Read _____ Write _____

U.S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

Activities other than Religious (Civic, Athletic, Fraternal, etc.)

EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

Continued on Back

FORMER EMPLOYERS (List below last four employers, starting with most recent.)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES (Give below the names of three persons not related to you, whom you have known at least one year.)

Name	Address	Business	Years Acquainted
1			
2			
3			

PHYSICAL RECORD

List any physical defects

Were you ever injured? If yes, give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

NAME ADDRESS PHONE NO.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed by Date

Remarks

Neatness Character

Personality Ability

Hired For Dept. Position Will Report Salary

Approved 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

JOB APPLICATION SCORING SHEET

Summary of Performance

Scored/reported by:_____

Client name:_____

Soc. Sec. No.:_____

Administered by:_____

Date:_____ Location:_____

1. Errors contributing to point loss

Type of error	*Tally*	*Total*
Neatness/Legibility		
Spelling		
Completeness		
Printed (or typed)		
Following Directions/Accuracy		

2. Areas in need of improvement

Personal Information	
Employment Desired	
Education/Military	
Employment History	
References	
Physical Record	
Signature Block	

3. Number of items to be completed ☐

4. Number of items completed correctly ☐

5. **Percent of items correct** ☐

6. Time to completion Total minutes ☐ **More than 15?** ☐

7. Additional comments:

8. RECOMMENDATIONS: Prior to attempting placement, I recommend client be enrolled in

☐ Job Seeking Skills class and/or ☐ specific, individualized skills training program which focuses on completion of application forms

☐ other training (*specify objective*):

Applicant _____ Date _____ No._____ Counter_____

EMPLOYMENT INTERVIEW SCRIPT

Hello, M$^{r}_{s}$. _____. I'm _____, and I'll be doing your interview today. Have a seat, won't you?

Now I understand that you're here to apply for the opening we have in our company's _____. Is that right?

Just to get us started, why don't you tell me--just briefly--a little something about yourself?

What sort of job experience do you have for this position?

Can you tell me about your training for this kind of job?

Do you know how to $^{do}_{run}$ _____ and _____?

Now I know that you received services through rehab. Would you tell me something about your handicap as it applies to this kind of work--will it keep you from doing a good job for us?

What characteristics do you think are your best? (What are you proudest of about yourself?)

(If necessary, ask ... You said you hadn't had a _____ job. Have you been employed in any other kind of job?)

(If previously employed...)

What was your very last job? *(If necessary, ask ...* What did you do there? *or* Where was that?)

- How is it that you are no longer there?
- When you were still working at _____, how did you get along with your boss?
- What about the other people you worked with--how'd you get along with them?

(If no previous job ...)

You mentioned that you haven't had a job before. Have you ever applied for a job?

(If yes ...) Why do you think you weren't hired?

(If no ...) What kinds of things have you done to prepare yourself to hold down a full-time job?

What do you think you might be able to bring to our company, that perhaps another applicant couldn't--in other words, why should we hire <u>you</u>, instead of someone else, for the opening we have?

All right, I think I have all the information I need for today. Do you have any questions you'd like to ask me? (Anything else?)

That's all for today's interview, then. Thank you for coming in.

Please check with _____ on your way out.
(debriefer)

REFERENCE FOR JOB-SPECIFIC (6TH) QUESTION IN INTERVIEW SCRIPT

_____ **Auto Mechanic**
do ring jobs as well as do minor tune-ups

_____ **Sales Clerk**
clear an electronic cash register and do stock inventory

_____ **Draftsman**
draft architectural and mechanical blueprints

_____ **Cafeteria worker**
make salads and serve on the line

_____ **Laundry worker**
feed the mangle and run the hothead presses

_____ **Upholstery**
hand-tie coil springs and attach buttons to furniture

_____ **Short-order food service**
cook on the grill as well as operate a cash register

_____ **Cosmetologist**
do permanents and color

_____ **Watch repairman**
repair clocks as well as watches

_____ **Alterations seamstress**
fabricate enire garments and do alterations

_____ **Small engine repairman**
work on lawnmowers as well as chainsaws

_____ **Clerk-typist**
type statistical data reports and business letters

_____ **Auto partsman**
write work orders and do vendor contacts

_____ **Phototypsetter**
operate compugraphic and addressograph/multigraph (AM) equipment

_____ **Nurse's aide-orderly**
bathe patients as well as make beds

_____ **Data entry clerk**
operate both on-line and off-line display work stations

_____ **Body & fender repairman**
replace windshields as well as identify paint color codes by car year

_____ **Secretary**
take shorthand as well as transcript from a dictaphone

_____ **Machinist**
work either from specs or from a model (prototype)

_____ **Welder**
read blueprints as well as operate a T.I.G. rig

_____ **Bindery worker**
operate mini-binder and cutter

_____ **Technical writer**
edit others' work and write originaal copy

_____ **Custodial workers**
do floorwork as well as clean office and sleeping rooms

_____ **Bldg. & grounds maintenance**
mow lawns outside; do minor indoor repairs like replacing door locks

_____ **Orthotics assistant**
make both splints and braces

_____ **Carpenter**
do both framing and cabinet work

_____ **Junior accountant**
do both payroll and accounts receivable

_____ **Appliance repairman**
repair both refrigeration and basic heating equipment

_____ **File clerk**
do both alphabetical and geographical filing

_____ **Construction worker**
make concrete forms as well as pour concrete

_____ **Florist's assistant**
arrange both fresh and artificial flowers

_____ **Grocery clerk**
stock shelves and run electronic cash register

_____ **Motor pool driver**
have chauffeur's license as well as regular operator's license

_____ **Work processor**
use variable files with both on-line equipment

NAME _____ JOB APPLIED FOR _____

DATE _____ SCORE _____

EMPLOYMENT INTERVIEW PERFORMANCE ASSESSMENT

Scoring Sheet

I. CONTENT COMPONENTS **Check "yes" if performed, check "no" if not performed.**

Yes	No	
		(1) Shakes interviewer's hand on arriving
		(2) Introduces self by name
		(3) Gives brief biographical sketch (age, time in area, marital status, other personal information)
		(4) Describes preparedness to fill position Or, if work history is in another field, relates it to position for which he/she is interviewing Or, if there is no work history which can be generalized to the position, the applicant supports preparedness on the basis of training/education Or, if there is no work or training/educational background to relate to the present position the applicant expresses some historical interest
		(5) Describes related vocational training/preparation
		(6) States specific job skills related to position
		(7) Admits having a disability (specific--not implied)
		(8) Briefly (functionally/positively) describes disability
		(9) Accurately describes special considerations and needed accommodations or justifies that none are needed
		(10) States some attributes of a good worker
		(11) Indicates motivation for working in general
		(12) Indicates history of good supervisor relations
		(13) Indicates history of good co-worker relations
		(14) States acceptable reason for leaving last job and if there was a problem gives assurance that it will not reoccur Or, if no previous job, states acceptable reason for not being hired in previous job(s) applied for or no previous job applied for Or, if no previous jobs held or applied for, states acceptable reasons for not seeking employment
		(15) States interest in specific position
		(16) Asks relevant question(s) about company or job
		(17) States interest in hearing about position decision
		(18) Thanks interviewer for interview
		(19) Shakes interviewer's hand on leaving

II. STYLE COMPONENTS

Poor indicates need for improvement.
Fair indicates marginal performance, on the borderline, at the low end of being acceptable.
Good indicates no improvement necessary.

Poor	Fair	Good	**Circle one number to indicate rating.**
0	1	2	(20) Eye contact (looking at interviewer when speaking, listening)
0	1	2	(21) Gestures (appropriate hand/arm movements, head nods that show interest or add emphasis to speech context)

0	1	2	(22)	Speech loudness & clarity (appropriate volume intelligibility)
0	1	2	(23)	Fluency of speech (pace & timing of responses: not too slow, not too fast)
0	1	2	(24)	Posture & body position (faces interviewer, sits or stands straight but not rigid)
0	1	2	(25)	Facial expressions (smiles, raised eyebrows, etc. that show interest or add emphasis to speech context)
0	1	2	(26)	Grooming/personal hygiene (hair, teeth, hands, etc. neat/clean-no BO)
0	1	2	(27)	Dress (appropriate for interview)
0	1	2	(28)	No inappropriate mannerisms (fidgeting, gum, etc.)
0	1	2	(29)	Positive self-statements (I can, I am, I want--no negative self-descriptors)
0	1	2	(30)	Detail of answers (neither too much nor too little)
0	1	2	(31)	Enthusiasm (emotionally responsive, interested, alert)
0	1	2	(32)	Composure (appears at ease, relaxed, comfortable)
0	1	2	(33)	Polite/respectful manner (Yes, ma'am or sir, no curses or interruptions, takes seat only when offered and says thank you)

III. ASSESSOR'S OVERALL RATING OF INTERVIEWING COMPETENCE

( ) Excellent ( ) Good ( ) Fair ( ) Poor

IV. I ( ) would hire ( ) would not hire for the position for which interviewee was applying.

V. PERCENT OF RESPONSES ACCEPTABLE

Count the number of "yes" in content section....._____

Total the number of points in the style section.....+ _____

Add the numbers from content section and style section... =_____

Divide the sum by 47: _____ quotient

47 / sum

The resulting quotient is the percentage correct.

VI. Record your observations concerning the validity of the assessment and interviewee's general attitude toward participation.

VII. List any "critical incidences" that occurred during the interview which should be considered in the planning of services.

VIII. State your overall assessment of the interviewee's interviewing skills in relation to the type of work the person will probably be applying for.

IX. Check the service(s) you believe would be appropriate and justify your recommendations.

( ) Limited one-to-one instruction/coaching

( ) Individualized skill training

( ) General interview skills class

( ) Other (specify)

ARKANSAS RESEARCH AND TRAINING CENTER IN VOCATIONAL REHABILITATION

CONSENT AND RELEASE FORM

I, _____, grant permission to the Arkansas Research and Training Center in Vocational Rehabilitation (ARTC-VR) to videotape me, and to use such recordings. I understand that the tape will be used by the ARTC-VR for educational purposes only.

Signature: _____ Date: _____

Witness: _____ Date: _____

This form should be retyped with the agency or facility name used (1) at the top of the form, (2) as the second line, and (3) in the fourth line of the text. Once this is done, the form can then be used as a master for making photocopies.

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